

# The GW HATCHET

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## University settles brick complaints

by Debbie Solomon

Hatchet Staff Writer

Graduating GW students can choose whether they want their name engraved in a decorative brick or placed in a new book for the Gelman Library, according to a decision GW President Stephen Joel Trachtenberg made after a Progressive Student Union-sponsored demonstration Friday.

Approximately 35 students gathered at the Gelman Library to protest the engraved graduation bricks and then traveled to Rice Hall where they continued their demonstration.

The students think they should be "included in the decision-making process at GW," and the money for the bricks should be spent on books instead, said protestor Bill Hutchinson, a PSU member.

Trachtenberg said he did not disagree with the idea of the books and he "wanted to develop a tradition which bonded graduated seniors with their University."

According to Trachtenberg, if a student does not want a brick, he or she does not have to get one, and having one's name placed in a book will not cost the students additional money. Details as to which and how many books will be bought are still being discussed, he said.

"Right now we think that we will pool all the money for the books and buy the amount of books that we can," Trachtenberg said, adding that each student may not get his or her own book.

"If a brick costs \$15 and a book costs \$50, several names will have to go into one book," he said.

One reason for the demonstration was the lack of student input at GW, according to Hutchinson. "(Students) provide 66 percent of this University's total operating revenues with our tuition, so we should have at least 66 percent say in what is going on," Hutchinson said. "We weren't consulted about the bricks — Trachtenberg decided to make the bricks our tradition," he added.

"Traditions shouldn't be made on impulse. If a whole class isn't represented, then a tradition shouldn't be imposed," protestor Beth Kanter said.

According to Hutchinson, students do not want the personalized bricks to become a tradition because they want the money to be spent on other projects around the University.

"This University doesn't need any more cosmetic improvements, it needs academic improvements. This is why we feel that books are a better invest-

(See BRICKS, p.16)



MORE THAN 100 people came to Freedom Day 1990 on the University Yard Friday.

photo by Jeremy Azif

## GW celebrates fall of Berlin Wall

*A new generation celebrates 100 laud 'courageous dissent' of those who tore down the wall*

by Ali Sacash

Hatchet Staff Writer

Most of the GW community wasn't even born when the infamous Berlin Wall was erected on Aug. 13, 1961. But they were around to see its collapse.

Many people around the world saw the photographs and TV newscasts of Europeans hammering the Berlin Wall to bits — knocking away 28 years of frustration and dissent with every stroke of the pickaxe. The wall's historic demise is a year old now, and last Friday the Freedom Day 1990 Committee at GW commemorated that powerful event with Freedom Day 1990 on the University Yard.

The committee constructed a 150-foot replica of the Berlin Wall from cardboard boxes and then let passersby graffiti the creation with various slogans. At first, the slogans revolved around the freedom and democracy movements with sayings such as "Freedom is very cool," "Zero tolerance for governments of torture" and "We won the Cold War."

The writing on the wall, however, soon began to reflect the ideology of varied political factions. Two members of GW's Young Americans for Freedom wrote "Thank Reagan for freedom," while another student spray-painted "Communism sucks." Martin Zmudki of Students for Solidarity and Democracy in Eastern Europe wrote "Solidarnosc won" in Polish, his native language. Some quotes criticized specific aspects of the democracy movement with slogans such as "The function of Socialism is to raise suffering to a higher level," or "Romania's NSF — same shit, different name," while others generalized the entire message of freedom with this quote, "This is one of many walls which must fall if we are to call ourselves free!"

Bart Kelly, president of Students for Solidarity and Democracy in Eastern Europe and one of the organizers of Freedom Day 1990, said the purpose of the event was to celebrate the first anniversary of the Berlin Wall's collapse and to call attention to oppressive governments still in existence. "It's to celebrate victory in Eastern Europe, but we also want to call to attention that there's still a problem," Kelly said.

He said he "just wants students to get involved in something," and hopes the wall replica is the sort of thing

by Karmela Lejarde

Hatchet Staff Writer

A replica of the Berlin Wall rose and fell in a span of three hours on the University Yard last Friday.

The wall was built and torn down to commemorate the anniversary of the destruction of the Berlin Wall one year ago.

Dubbed "Freedom Day 1990," the event featured speakers from embassies, consulates from Eastern Europe and GW faculty, administrators and student organization representatives.

"Like a downtrodden plant arching for light, the Eastern European's thirst for freedom was all-consuming," Martin C. Schulz, Freedom Day 1990 chair, said. "The wall crumbled as a result of many years of courageous dissent, of lives sacrificed and of livelihoods lost, all for the sake of freedom. Today, the wall must be a symbol for unity."

"I went to see (the wall) broken down on Jan. 1 of this year," German native and International Student Society President Stefan Weiss said. "I was sitting between two American students in the biggest celebration Germany has ever had."

Jurgen Rusnak, a representative from the German Embassy said this celebration is "a dream come true and a great joy for all Germans and their friends around the world."

"Today, we are united with the American people to celebrate the fall of the wall," Rusnak said. "We extend our gratitude to you in safeguarding our freedom right from the day the wall came up."

Representatives from several Soviet republics spoke and demanded their independence from Moscow.

"I wish to state that my people greet wholeheartedly the removal of the wall and the powers of imperialistic authority," Latvian Legation member Valdenars Kreizbergs said. "Credit is probably due to Gorbachev, who did not follow the pattern set by his predecessors."

Kreizbergs said Moscow should grant independence to the Baltic states because it is the peoples' will, adding it will also increase Moscow's credibility in the international arena.

Ukrainian Free Congress member Natalia Kornelok brought a message from Ukrainian students. "We,

(See BERLIN, p.8)

## Senate to examine minority recruiting

by Anastasia Benshoff

Asst. News Editor

The GW Faculty Senate approved a resolution Friday that will establish a special committee to formulate a faculty position on affirmative action at the University. The senate also heard statements from Vice President for Student and Academic Support Services Robert A. Chernak regarding financial aid, the 1991-92 fiscal year Budget Advisory Team report and changing student demographics.

Resolution 90/7, drafted by professors William B. Griffith and Clemmont E. Vontress, was approved by the senate with a vote of 17-1. According to the resolution, an eight-member committee nominated by the executive committee will "review existing practices and procedures at the University and comparatively at market-basket schools for recruiting, selecting, retaining and promoting women and minorities within a multicultural faculty."

In his opening statement, Griffith said that while it is clear GW has made significant progress in increasing the number of women and minority faculty, the percentages of the faculty involved are still "distressingly low."

"It was the thinking of the executive committee on this particular matter that what might most probably advance the cause of achieving a more racially and gender balanced multicultural faculty would be to try to draw the attention of the faculty to the problems involved in the recruitment, retention and promotion of women and minorities."

The committee will form a faculty position on affirmative action and recommend steps to implement an affirmative action program.

Chernak discussed changing student demographics and financial aid packages.

According to his report, the number

(See SENATE, p.6)

### Inside:

**Undergraduates to teach class — p.3**

**Smith Center invaded by 10,000 Maniacs — p.10**

**Men's hoopsters slide past Marathon Oil — p.20**



## Words of Wizda

## Is the Gulf crisis our generation's lesson of war?

It's the quintessential example of how you never think it can happen to you.

A lot of high school seniors a few years ago knew the only way they could go to school was by joining the U.S. Army or Navy through ROTC. What a great deal, they probably thought, a free ride in exchange for a few weekends in uniform once they graduate.

But with the recent events in the Persian Gulf, for some, that free ride may be only one way — straight to Saudi Arabia.

Whether we were invited, whether we're infringing on the Saudis' right to

protect themselves, whether we're fighting for democracy or oil, the bottom line is that once the fighting starts — any day now, it seems, as we vastly increase our deployment — people's brothers and wives and fathers and girlfriends are going to die.

When Iraq first invaded Kuwait in the beginning of August, I worried a little about a few friends and some old boyfriends I had lost touch with, who I knew had been in ROTC and might get sent over there. But, I figured, nothing like that would ever really happen. Other people's friends would go.

Then, walking through 2000 Penn

one day last month, I ran into a friend from GW who graduated two years ago. He told me he had just gotten back from three weeks in the Persian Gulf, and after his vacation, would be going back there.

That was when I realized it really could happen to someone I knew.

My low-grade concern turned into fear in October when the U.S.S. Iwo Jima boiler room exploded, killing 10 sailors. The names of those killed were withheld until the next of kin were notified, and for a day or two all I knew was that the ship had been stationed at Norfolk, Va.

My friend I had seen only weeks before was a naval officer stationed at Norfolk.

Of course, as it ended up, my friend had not been killed. But the whole incident certainly started me thinking about how I would have felt had he died.

It's so easy to support a show of force when you're not thinking about the human consequences. And even after that ship's boiler room explosion, I'm not sure we shouldn't have sent troops to Saudi.

But as we send more and more troops — more and more people who have families and friends — a deep

sense of foreboding sometimes settles over me when I read the World-News section of the Post. How many more times will I hear about another accident and wonder if a friend has died? If or when fighting starts, what will it be like to scan lists of the dead in the newspaper, wondering if I'll recognize a name?

A friend I work with who served in Vietnam says it takes a war for every generation to realize how senseless and stupid military combat sometimes is. Will Iraq be our lesson?

-Sharyn Wizda

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# Two undergraduates to teach course next semester

*Student instructors say new English class will 'satisfy a need for a greater sense of individuality'*

by Rhea Wessel

Hatchet Staff Writer

For the first time in GW's history, two undergraduates will teach a course to undergraduates and graduate students, according to Shahram Sarkani, chairman of the Advisory Committee for the University Teaching Center.

The course, "Confrontation and the Individual Mind," was written and developed by GW seniors and course instructors Steve Grossman and Jody Lumbard. Grossman and Lumbard said the new course will satisfy a need for a greater sense of individualism among students.

"Both of us believe that there is not enough interaction in the classroom between peers," Lumbard said. "Sometimes people are on the verge of expressing themselves but don't because of fear of criticism."

The course material primarily consists of modern texts including excerpts from Allen Bloom's *The Closing of the American Mind*, J. Krishnamurti's *Education and the Significance of Life* and Monty Python's film *Life of Brian*.

Grossman said the texts will not be the primary thrust of the class.

"We want students to discover the material in the course, not just worry about what is on the exam," Lumbard said.

"We are trying to take the authority

out of the classroom," Grossman said. "We do not want to say 'that's a 'E'idea,' " Lumbard added.

She said the course objective is to help students understand their capabilities and abilities.

Grossman and Lumbard described the classroom setting as "structured informalism" and as an experience in developing one's listening skills and "one's voice."

Grossman and Lumbard said they will listen to the voices of the students in the form of a student contract. Students will write a contract detailing their objectives in the course, Grossman said. "These objectives will have an effect on what the course turns out to be," he added.

The papers, projects and the class itself is "an invitation to dialogue," Lumbard said. "It's a process, not a conclusion."

Grossman and Lumbard submitted their proposal for the new class Nov. 5 to English Department Chairman Chris Sten, along with a supporting letter written by Professor Jon Quitslund. In part, it read:

"Resolved: The education of the individual must be such that the individual becomes aware of himself as a process and not as an entity, that intellectual pursuits are developmental and express-

ive and not immediate and mechanical. To become a free thinker, the individual must embrace education as an everlasting dialogue of morality and truth. He must develop within himself the discipline not only to listen and comprehend, but to speak out and question.

"He must learn to defend and express himself in a 'confrontational' world — a world that imposes its own sense of order, that dictates and professes 'truth,' a world that manipulates and subordinates the unchallenged mind.

"Proposed: The opening of the American mind, the instigation of free thinking and expression through a student workshop — a forum whereby students are encouraged to confront themselves and their classmates, to inspire a correspondence of genuine communication within and without the classroom — to promote metacognition. The idea is to liberate the 'straight cut ditch,' which Thoreau considers to be the educational process, in order that it may return, on its own recognizance, to its natural state as a 'free, meandering brook."

"The workshop will be used as a forum for discussion and debate. It will beg for confrontation, and demand free expression. The object is to explore and develop a multitude of voices within the individual. The students will be asked

not only to contribute to discussions, but to participate in various projects designed to promote and provoke a broader range of expression: formal and informal debates, improvisational speeches, dramatic readings, close readings, spontaneous prose and poetry compositions, which explore the relationship between 'talk' and the written word, experiments with the plastic arts, photography and music, and commentary on a number of contemporary phenomena (i.e. TV, video, and advertising) which will examine what it means to be.

"The approach is to utilize an array of cultural criticism in order to create a working dialogue that enables students to better understand themselves and each other, that creates a 'utility language' for analyzing and discussing the place of the individual in his contemporary culture and the common concerns he may share with others."

Sten described the course, which will be offered for upper level English credit, as "interdisciplinary" and as a "different" type of independent study.

"Students will take more of an initiative in education than in the independent study," he said.

Professor Paul R. Churchill, co-director of the University Teaching Center, said he personally supports the effort and he "encourages collaborative learning and peer tutoring."

"I believe that the University should encourage student interaction in learning," Churchill said.

According to Churchill, Grossman and Lumbard have been invited by Professor Judith A. Plotz to make a presentation at a University symposium on "innovative teaching" in February.

Grossman said GW's acceptance of the program speaks highly of the University and especially of the English department. "It signifies a change in attitude," he added.

GW is recognizing a national trend in developing new teaching methods, Grossman said.

Grossman has experience in peer tutoring and creative writing; Lumbard has worked as a camp counselor and with an after-school sports program.

"We feel, being students ourselves, that we are best suited to act as a bridge between education and experience — between what the University can offer and what the student may require. The University can offer students a voice, but students must transcend that voice and make it their own," Grossman and Lumbard wrote in a memorandum to Chairman Sten.

Confrontation and the Individual Mind, to be taught this spring, is offered as English 197: Independent Study, as Pass/Fail. It is open to all students regardless of grade level.

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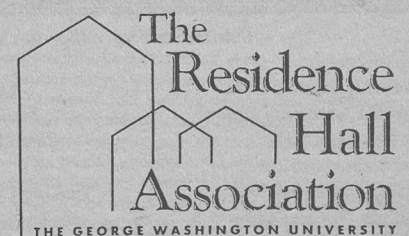
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# EDITORIALS

## Mixing apples and oranges

Books and bricks have just about as much in common as apples and oranges. And as the saying goes, you can't mix them.

The long-winded brick debate seems to have finally come to a close, and hopefully we've all learned a few lessons from the experience.

The administration has realized, once again, that students want input in the decision-making process. Students pay a lot of money to attend GW, and they deserve to have a voice in matters that affect them. However, how can the administration take seriously a bunch of misinformed and unorganized protestors, who, in effect, did exactly what they accused the administration of doing — putting style over substance. "Books not bricks" is a catchy slogan and a protest is a great attention-grabber, but it loses the whole effect if you don't get your facts straight.

To set the record straight, students are not charged extra for their bricks. The University had to repave certain areas around campus anyway, and some administrators thought the bricks would bring a feeling of tradition to the University. After all the time and energy some students put into this issue, they should have figured this out.

Protestors in front of Rice Hall also said students provide 66 percent of the operating revenue through tuition, and therefore deserve "at least 66 percent say." This is a ridiculous request. GW is made up of several departments, each with very large budgets. There are many decisions made along all levels of authority, and there's no way anyone could constitute what 66 percent of the decisions are.

The money used for the brick project came from the operating budget — made up of funds from tuition, gifts and investment income. GW President Stephen Joel Trachtenberg has said that because books are more expensive than bricks, the funds left from those students who do not want bricks will be put in a pool and as many books as possible will be purchased with that money.

Maybe the administration just did this to appease the protestors, but the message that it's sending is contradictory to what it originally contended. The library should purchase books because the library needs more books, not because some students don't want a brick.

Throwing money and books into the library isn't going to solve its problems, either. The entire Gelman system has to be revamped and organized if it is ever to be an effective library.

Let the bricks lay once and for all.

## Losing momentum

The environmental movement is falling — and it can't get up.

Obscured by issues such as the budget, the economy and the crisis in the Middle East, the environment was placed at the bottom of this nation's priorities list during the 1990 election.

It seemed that after all the excitement of Earth Day, initiatives to recycle and the general awareness of environmental issues, 1990 would be the year of the environment. Environmentalists were poised to make real reforms a reality.

This was hardly the case. Take for example, the defeat of Big Green, an environmental referendum in California. Known as one of the most environmentally aware states in the union, California's Big Green had the potential to set the standard for clean water, clean air, offshore oil drilling and recycling policies for the rest of the country.

Opponents linked the referendum to political activist Tom Hayden and argued it was too extreme, even for California. House Speaker Willie Brown (D-Calif.) came out against it, as did the rest of the mainstream political establishment.

Voters, in times of economic uncertainty, are less willing to endorse tighter environmental standards. Opponents of environmental reform exploit this — making voters choose between their jobs and the environment. Voters typically chose the former and not the later.

Recent events should force environmentalists to change their tactics. Events in the Middle East will cause some to reconsider bans on offshore oil drilling. And large corporations will argue that during a recession environmental and safety standards should be relaxed in order to save jobs and secure profits.

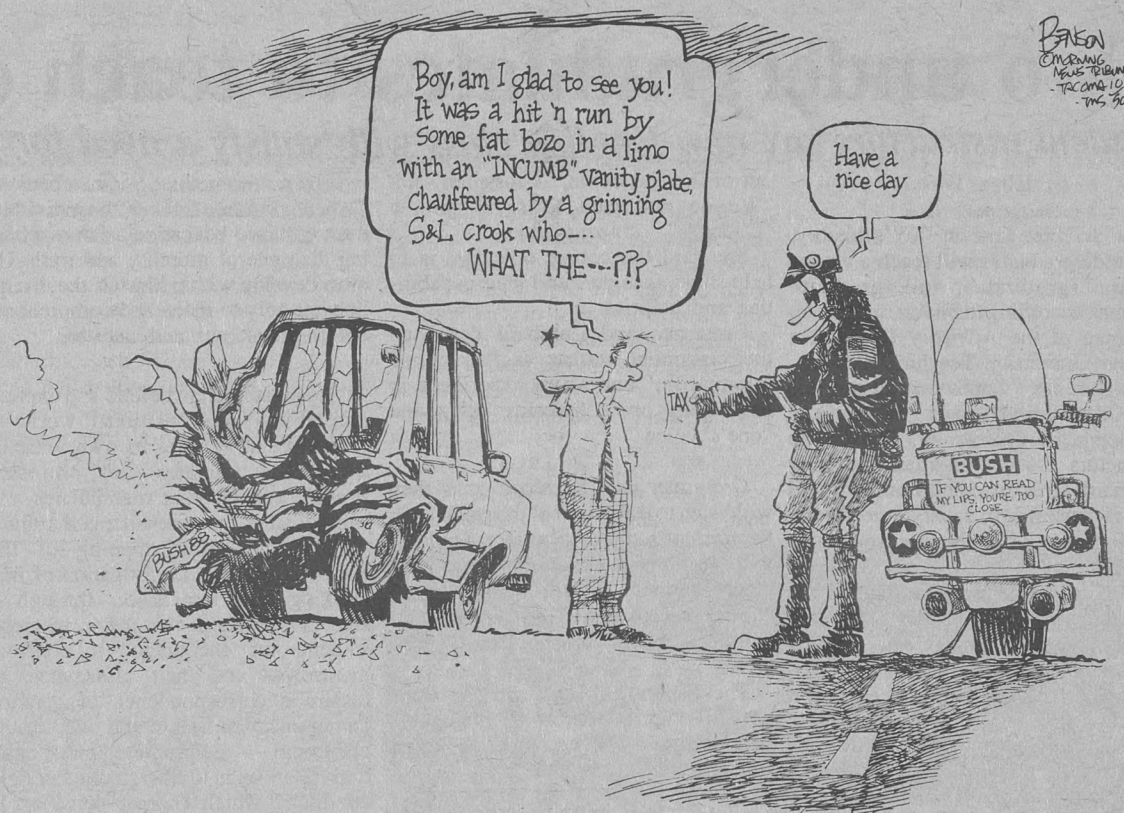
Now, instead of reforms, environmentalist may have to fight to maintain the status quo — keeping present pro-environmental policies and laws on the books.

## The GW HATCHET

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## LETTERS TO THE EDITOR

### Knowing about rape

Bravo to Elizabeth Gross for her Nov. 1 opinion piece, "We could all be victims of rape."

The first step to preventing rape is acknowledging that it does occur right here on campus. Most often when rape happens on college campuses, it is in the form of acquaintance or date rape. This means that the victim knows and is often on a date with the attacker. Regardless of any social interaction that occurred before the attack, if a man forces sex of any kind on a woman, this is rape. If a woman says no, she means no. Women do not enjoy rape, nor do they under any circumstances ask to be raped.

Rape on college campuses has reached epidemic proportions. One out of four women currently enrolled at GW will be the victim of sexual assault before she graduates. It's time we stopped sitting complacently by and started doing something about this horrific display of violence against women. It is men's violence that causes this abuse of women, and it's time men started taking responsibility for their actions.

It's also time that women stop blaming

themselves when they are attacked and start learning how to avoid rape. The time has come for this University to create a mandatory rape awareness program for all incoming students and fraternity members.

It's time we all got involved, because the next time a rape occurs, the victim could be your sister, your girlfriend, your roommate or even you.

For more information, contact the D.C. Rape Crisis Center at 333-RAPE, or Men Against Rape at 234-2000.

-Rebecca Dehn

### Real factors

This letter is in response to Jeff Goldfarb's article appearing in the Nov. 5 edition of the Hatchet.

In his article "GW seeks new ways to recruit minorities," Mr. Goldfarb gave the Office of Equal Employment Activities credit for the faculty statistics he used. The statistics he used are not only lower than the 1989 statistics I gave him, but they did not reflect additional minority faculty members that have been hired since that time.

It would have been more accurate to

report that while GW has a small number of minority faculty and has only in the last few years become more aggressive in its recruitment activities, it has made some progress in adding minorities to its faculty and that efforts are continuing. This statement, along with other information which Mr. Goldfarb researched, would have given a better accounting of the progress here at GW.

Mr. Goldfarb and I discussed several factors bearing on low numbers of minorities in faculty positions, including the small applicant pool of minority faculty candidates, the economic stresses associated with living in the Washington area and the low number of minorities eligible to teach certain disciplines. In addition to cultural biases which exist among us, these are some of the real factors affecting GW and other universities.

I am glad that Mr. Goldfarb printed the results of his inquiry into this matter. It will serve to keep us aware of the continuing need to be diligent in our recruiting. I just want to be sure that he gives all the facts — accurately.

-Ethel S. Bothuel, director  
Office of Equal Employment Activities

## University priorities are in order

Debates regarding the priorities of the University, whether with faculty or trustees or students or with other administrators, are not only essential to the health and progress of the institution. They are also a source of intellectual pleasure that constitutes one of the rewards of the life of an academic administrator. But that is true only when the participants have a common knowledge base about which there can then be a genuine debate regarding the aims and purposes of higher education in general and of certain GW initiatives in particular.

I have never derived the slightest satisfaction from correcting student misrepresentations of the University's objectives when those misinterpretations clearly result from inadequate knowledge of either the facts about or the motivations for particular University actions. On the contrary, I take such misdirected criticisms to reflect a failure on the part of the administration to keep

the student body well informed of what we are doing and why. (This assumes, of course, that student critics are operating in good faith.)

These reflections are inspired by a recent opinion piece by Diane Bartoli

### Roderick S. French

and Arthur Houston. (The GW Hatchet, Nov. 8) The authors charge the administration with failing to "focus its energy and resources on relevant (i.e., academic) issues." They find evidence for their thesis in the investments made in the class signature bricks, the improvement of our varsity sport programs and the purchase of a double-decker bus — all of which "do nothing for GW's scholastic reputation." If

those three items represented the entire list or even a significant fraction of the list of our new expenditures in the current year, the Bartoli-Houston indictment would be unanswerable. The truth of the matter is that each of those programs has a perfectly good rationale — not unrelated to the academic mission of the University — but the more decisive counter-argument is that those three items virtually drop from sight when placed in the total context of the investment of new resources in explicitly academic programs and support services.

On the assumption that news of these expenditures also may have failed to reach many of the readers of the column by Bartoli and Houston, I will list an unvarnished inventory of new, supplemental funds committed to the enhancement of academics in the current year:

The new 24-hour study room under

(See PRIORITY, p.5)



# OPINION

## Back up your words with action

Three of my law students filed legal actions pointing out what should be obvious to anyone — that offering free drinks to only women constitutes illegal discrimination, just as offering free drinks only to blacks, or whites, or Jews or Catholics is illegal discrimination — but The GW Hatchet raises several objections.

The Hatchet argues that there are more important forms of sex discrimination, but fails to recognize that three law students, doing this work in addition to their other classes and outside activities for only a few months, cannot possibly tackle the biggest problems facing women in Washington. Instead, there are more than two dozen major women's rights organizations in D.C., along with hundreds of feminist lawyers, who can and should be attacking these problems.

In the last several years my students and I have persuaded the D.C. police to begin arresting wife beaters whenever the evidence is warranted, stopped three major clubs from discriminating on the basis of sex, required dry cleaners in the District (and now in Fairfax and Arlington) to charge women no more than men to launder their shirts and triggered a legal action to end sex discrimination by the two remaining all-male taxpayer-supported colleges.

Virtually all members of the media who have reported on these victories thought we were doing very well, particularly compared with these much larger groups, or compared to the hundreds of law students who engage in practice exercises which produce no real-world results.

The Hatchet apparently doesn't think that women should be concerned about ladies' nights at bars. But the three women who chose this project do, more than half-a-dozen women's rights orga-

nizations in the District do, organizations and groups which have brought similar successful legal actions across the country do and the courts which have ruled in their favor do also.

Many people also don't think that women should have been concerned when they were kept out of all-male clubs or all-male publicly-supported colleges, or when they were required to pay more to have their shirts laundered. But in each of these situations our legal actions have been successful and people

*John F. Banzhaf*

are finally beginning to understand the importance of attacking any kind of sex discrimination permitted to flourish openly. Perhaps eventually the Hatchet will see the point.

The Hatchet objects to the publicity I receive, apparently not realizing that the great bulk of it occurs not because of particular legal actions I have brought, but rather because like several other lawyers frequently in the media, I have proven my ability again and again to explain complex legal concepts and to correctly predict outcomes of events like the North and Barry trials.

When I am regularly asked to appear on major television shows such as "Crossfire," "MacNeil-Lehrer" and "Larry King Live," along with TV programs in more than two dozen foreign countries; to write op-ed pieces in major newspapers and prepare friend-of-the-court briefs in major legal proceedings; when local magazines list me among the most influential Washingtonians, and editorials in dozens of real (not student)

newspapers hail my successes; and when the media reports that our National Law Center is best known for my victories, it is hard to argue that the University doesn't benefit from the publicity.

Finally, the Hatchet argues that ladies' night isn't illegal because "it is hardly oppression," the point "is to promote business," and it isn't really "wrong." But exactly the same arguments could be used if a bar decided to have an "African-American Night," a "Catholic Night" or a "Handicapped Night": all practices which would never be tolerated because they demean the groups which are supposedly being benefited, and discriminate against all others.

If the Hatchet really believes that its legal arguments have any merit, I challenge the editors to submit them in the form of a friend-of-the-court brief (I'll show them how) so that the brilliance of their reasoning, the cogency of their analysis and the persuasiveness of their writing skills can be tested in the real world where the big boys and girls (like my law students) play, rather than simply in impotent editorials.

And, if the editors complain that the challenge is unfair because they're only students, I'll remind them that before I graduated I had submitted two amicus briefs and won a major victory in New York's highest court; testified before a congressional committee and persuaded Congress to substantially modify an important piece of legislation and had more than a dozen published technical and non-technical articles to my credit, not counting articles in student newspapers.

*John F. Banzhaf III is a professor of law and legal activism at the National Law Center.*

## Doing the right thing is not the right answer

A Nov. 5 editorial in The GW Hatchet decried the lack of black faculty at GW and presented a long list of ways to remedy the situation. The writers pointed out the fact that only two percent of GW professors are black. But while acknowledging the fact that recruitment of black faculty is difficult, the writers failed to explain why it is so important.

At the risk of offending both the editorial board of the Hatchet and the rest of the "politically correct" students at the University, I'll ask the question. Why is it necessary for GW

right thing to do." Doing the right thing regardless of whether or not it makes much sense and is even achievable seems to be very important on this campus. It is just as important as being culturally, racially and ethnically "sensitive." But there is no proof that hiring professors on the basis of the color of their skin and not the quality of their thinking will make this a better campus.

Will black professors give us a better insight into the problems of the black community? One quarter of the Ph.D.s awarded to blacks in 1988 were in the field of psychology. Should we increase the size of our psychology department simply to attract more blacks? What can a black neuropsychologist tell us that a white or Oriental neuropsychologist cannot? Even in the areas where a black can offer new insights, like American history, the numbers are so few to be almost meaningless. Only five Ph.D.s in history were awarded to blacks in 1988.

The editorial board of the Hatchet also proposed lowering the standards for black faculty in order to attract more of them. But this proposal is just as racist as the old argument that a black is only three-fifths of a man. By recruiting people with masters degrees and not doctorates, the University would be implying that blacks are unable to fulfill the rigors of a doctoral program. Also, accepting less qualified professors does nothing to improve the quality of the campus. All students, regardless of the color of their skin, will suffer if their professor does not know his or her subject.

Instead of judging people by their color, the editorial board should devote its attention to the tragic conditions of primary and secondary education for blacks in the inner city. The sobering fact is that a black male has a higher chance of going to jail than to college. Until the economic and social conditions that cause so many black students to give up on school early in life are understood and dealt with, "doing the right thing" on campus won't make any difference.

*Dwayne A. Day is a doctoral candidate in public policy.*

*Dwayne A. Day*

to be more aggressive in its hiring of black professors? Why does the color of a person's skin have any bearing on his or her teaching ability? Is it necessary for the University's faculty to ethnically reflect the society at large? If so, to what extent and by whose criteria?

According to an article by Abigail M. Thernstrom in the July issue of *Commentary* magazine, in 1988 there were 357 Ph.D.s awarded to blacks. This represents only 2.2 percent of the total Ph.D.s awarded that year and thus makes GW's record look fairly reasonable. Furthermore, there were no Ph.D.s awarded to blacks in a number of fields including astronomy, astrophysics, botany, oceanography, European history, classics and comparative literature. Only four Ph.D.s went to blacks in mathematics or computer science and the fields of Earth, atmospheric and marine sciences.

There simply aren't enough blacks earning degrees out there to meet the writers' demands. The reason is that most blacks who go on to professional and graduate schools enter the private sector where they can earn more money. The starting salary of a black with an MBA or law degree is much higher than that of an associate professor.

The editors justify hiring more black faculty by saying that it is "the

(Priority, continued from p.4)

the overhang of the Gelman Library will cost a minimum of \$300,000. We increased the Gelman base budget for acquisitions by \$100,000. Another \$150,000 went into the new ALADIN system.

The new University Teaching Center started off with a budget of \$35,000. The University Honors Program budget was expanded by \$85,000. Columbian College got \$125,000 for new faculty positions. The School of Engineering's faculty salary lines were increased by \$155,000. The School of Business and Public Management got \$78,000 to support the reorganization of its academic departments. We put \$80,000 into salaries for visiting faculty.

\$300,000 was allocated for they support of research in eight priority fields. The budget for graduate student stipends and tuition awards was increased by approximately \$375,000. The expanded Fellowships Office was given an additional \$10,000. The Writing Center got another \$5,000 to provide for the hiring of more part-time tutors.

The basic faculty salary increases carried a bill of \$2,300,000. Special midyear merit increases will add another \$115,000 to that figure.

The budget for the Computer Information and Resource Center went up by \$69,000. The non-salary operating expenses budgets of the academic departments were increased by \$178,000. The National Law Center

expenditure budget for scholarships, library acquisitions, faculty salaries and renovations went up by \$600,000. The University came up with \$175,000 in order to release a federal grant of \$175,000 for the expansion of our Cooperative Education Program.

The budget for undergraduate student financial aid jumped roughly \$4,500,000 this year, much of it going to support the National Merit Finalists, students admitted into the Honors Program and other programs designed to attract and retain highly motivated, highly qualified students. Funding for summer sessions was increased by \$20,000.

I was able to compile the foregoing list without even leaving my desk. The inventory undoubtedly could be expanded if I went to my files. Moreover, I have included only main-line academic items. I would leave it to the reader, for example, to decide whether the \$350,000 that we will be spending in this and in the next fiscal year for a total overhaul of the air conditioning system for the classrooms in Monroe Hall is or is not a "relevant issue" by Bartoli-Houston standards. In any event, I do not own a calculator, but my associates in the budget office did the arithmetic for me. The expenditures cited in the preceding paragraph total \$9.7 million more than we expended in the academic budget last year.

The Hatchet article's title posed a legitimate question: "Where do Univer-

sity priorities lie?" I trust that the numbers alone will go a long way toward providing an answer that will be reassuring to most. At least they provide a basis for a real debate as to whether or not, among the myriad of potential academic needs on this campus, we have addressed priority matters.

I cannot close without noting a profound irony in the Bartoli-Houston piece. During my first 20 years on this campus. The GW Hatchet, as the voice of undergraduate opinion, consistently expressed a sense of being neglected in favor of the larger graduate and professional divisions. There was even a perennial paranoia that Rice Hall had a secret scheme that called for the elimination of the undergraduate units.

Now that we have an administration patently committed to improving the overall quality of the undergraduate experience by building a sense of tradition (alumni bricks), by recruiting a stronger and more diversified undergraduate student body (double-decker buses) and by lifting school spirit (improved varsity sports), and countless other initiatives in student services, it is criticized for a preoccupation with image (the new logo)! I point this out only to place this discussion in perspective, not from despair. Educators never despair, as long as all we have to contend with is a lack of knowledge.

*Roderick S. French is GW's vice president for academic affairs.*

THE GW HATCHET, LOCATED AT 800 21ST STREET, NW, WASHINGTON DC 20052, IS THE STUDENT NEWSPAPER OF THE GEORGE WASHINGTON UNIVERSITY AND IS PUBLISHED EVERY MONDAY AND THURSDAY, EXCEPT IN THE SUMMER, HOLIDAYS AND EXAM PERIODS. OPINIONS EXPRESSED IN SIGNED COLUMNS ARE THOSE OF THE AUTHORS AND DO NOT NECESSARILY REFLECT THE VIEWS OF THE GW HATCHET OR OF THE GEORGE WASHINGTON UNIVERSITY. GW HATCHET EDITORIALS REPRESENT THE OPINIONS OF THE NEWSPAPER'S EDITORIAL STAFF AND DO NOT NECESSARILY THOSE OF THE UNIVERSITY. FOR INFORMATION ON ADVERTISING RATES, CALL THE BUSINESS OFFICE DURING REGULAR OFFICE HOURS AT 994-7079. DEADLINES FOR CLASSIFIED ADVERTISING ARE TUESDAY'S AT NOON FOR THURSDAY'S EDITION AND THURSDAY AT NOON FOR MONDAY'S. DEADLINES FOR DISPLAY ADVERTISING ARE MONDAY'S AT 3PM FOR THURSDAY'S EDITION AND FRIDAY AT NOON FOR MONDAY'S. DEADLINES FOR SUBMITTING LETTERS TO THE EDITOR AND OPINION COLUMNS ARE TUESDAY AT NOON FOR THURSDAY'S EDITION AND FRIDAY AT NOON FOR MONDAY'S. THEY MUST INCLUDE THE AUTHOR'S NAME, STUDENT NUMBER AND TELEPHONE NUMBER TO BE ELIGIBLE FOR PUBLICATION. THE GW HATCHET DOES NOT GUARANTEE PUBLICATION OF ANY LETTERS UNDER ANY CIRCUMSTANCES AND RESERVES THE RIGHT TO EDIT ALL SUBMISSIONS FOR SPACE, GRAMMAR AND CONTENT. FOR MORE INFORMATION ON SUBMITTING LETTERS OR SIGNED COLUMNS, CALL THE EDITORIAL OFFICE AT 994-7550. ALL MATERIAL BECOMES THE PROPERTY OF THE GW HATCHET AND MAY BE REPRODUCED ONLY WITH WRITTEN CONSENT OF THE EDITOR-IN-CHIEF AND THE ORIGINATOR OF THE MATERIAL.



# Senate

continued from p. 1

of undergraduates paying full-tuition has decreased from 79 percent in 1988 to 49 percent in 1990. At the same time, academic scholarships have increased from three percent in 1988 to 16 percent in 1990 and need-based financial assistance has increased from 18 percent in 1988 to 35 percent in 1990. "There is a dramatic increase in the amount of need-

based aid," he said.

Chernak said the student financial assistance budget has increased from approximately \$8 million in 1988 to \$11.1 million in 1989 to \$15.6 million in 1990.

He said tough economic situations for families has led to a "significant growth of demonstrated need" and a decrease in federal funding for universities has caused "financial stress" for GW.

"We need to see how we can expand the parameters of non-need based scholarship. We need to find a balance of being more effective in recruiting, ... but not moving to the extreme where it

casts doubt as to the sincerity of our programs," he added.

GW is concerned with the decrease of applicants and enrolling students from GW's main market, the Atlantic coast states, primarily New York, New Jersey and Pennsylvania, he said. From 1988 to 1990, students applying to GW from these states has decreased 25 percent and the number of students enrolling from these states has decreased 20 percent, according to his report.

"Even though we are seeing progress in establishing new markets ... we cannot continue to sustain losing students from our primary market,"

Chernak added.

"In order to improve recruitment in GW's primary and secondary market, the University has intensified its efforts ... such as the newly-purchased bus," Chernak said. "We've had tremendous positive response to the double decker bus ... it gives GW personal experience — this is an important marketing decision," he added.

The number of full-time undergraduate students attending GW has dropped from 1301 in 1988 to 1155 in 1990, according to the report. "In the primary market we still have another three lean years where we are going to see a decrease in the number of high school graduates. It's not until 1997 (when) we will be up to the numbers from 1988," Chernak said.

The amount of ethnic and racial competition in 1997 is significantly different than in 1988, Chernak said. "For example, the number of white students in 1997, according to our academic profile, is probably only 50 percent of what it was in 1988," he added.

"The issue of fostering diversity on this campus will be an important issue in the late 1990s and into the next century ... I applaud the senate for anticipating these challenges," he said.

Despite the decrease in enrollment, Chernak said, "GW has done remarkably well in improving the academic profile of the class." The number of National Merit Scholars attending GW has increased from nine in 1988 to 48 this year. Mean SAT scores for incoming freshmen have increased from 1110 in 1988 to 1130 in 1990.

In his remarks on the 1990 Budget Advisory Team report, Chernak said while last year's report focused on specific dollar allocations, this year's report "leaned towards being philosophical. We believed it was time to present a preliminary plan ... we haven't answered all the questions —

hope we have raised more.

"What the BAT essentially concluded was that it was important to develop some synthesized document that could be circulated to the community to essentially say ... here we are right now so that we can have some common knowledge we can elevate from in the development of a strategic plan."

Vice President of Information and Administrative Services Walter Bortz said with enrollment down in the 90s, leading to less net revenue for the University, GW must do some "real soul searching over the next 12 months."

Bortz also discussed the possibility of GW acquiring a management information system. He said installment of the system may take three to five years. He said the University would use an outside company to develop a program for GW.

Professor Robert E. Park gave a brief presentation on the Fringe Benefits Review Committee. He said the administration is trying to find "innovative ways to provide additional services for staff and faculty."

Park said a counselor will be available to provide information on child care services to staff and faculty.

He said the District has adopted new leave of absence laws in regard to caring for sick family members that will change GW's personnel regulations somewhat.

Griffith nominated the following people for election to the Special Committee established by Resolution 90/7: Sandy M. Gibson, GW School of Medicine; Murli Gupta, Graduate School of Arts and Sciences; John A. Frey, Columbian College of Arts and Sciences; Gloria Horowitz, School of Education and Human Development; James E. Feir, School of Engineering and Applied Sciences; Blaza Tolman, CCAS; Jose Alvarez, National Law Center; and Carol Ann Martin, SEAS.



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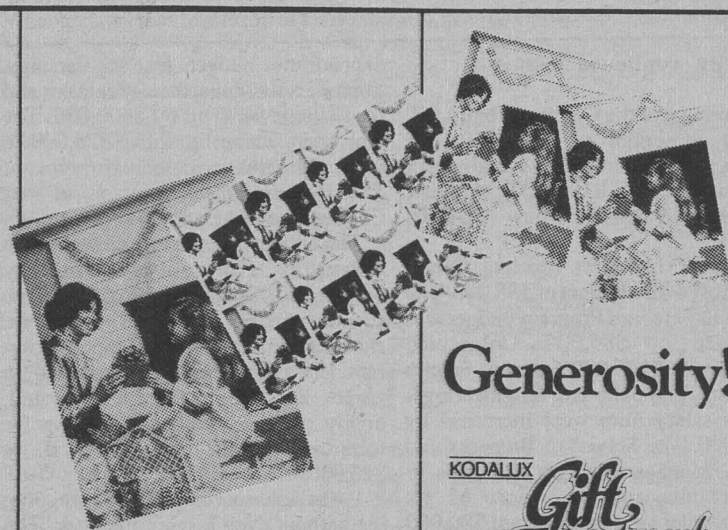
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# Farrakahn spokesman discusses education

by Jim Luko  
Hatchet Staff Writer

A. Alim Muhammad — national spokesman for Nation of Islam Minister Louis Farrakahn — addressed the proper education methods of black students in a three-and-a-half hour speech, Nov. 7 in Corcoran Hall.

"My topic is the key to the proper education of black students. I'm not here to teach proper education for white students because they're not the ones with the problem," Muhammed said to the group of approximately 70 people.

He told the predominantly black crowd that, "You need to have a supplement. If you think you have an equal position with whites you are in error. You need an education that is appropriate for you as black students."

Mohammad addressed GW's name association with George Washington. "The name of this place bothers me . . . George Washington was a slave master and I'm not pleased with that part of history."

"Truth and truth alone can bring the salvation of my people. Some aspects of the truth may be as offensive to blacks as it is to whites," he said.

In reference to non-blacks in the crowd, Muhammad said, "Maybe I can come back to GW to discuss family business in private, without strangers listening. I'm talking to you in a special way, you who are not black are here as cavedroppers."

Muhammad said if education is about words, one must learn the vocabulary. "The sum total of education is the ability

to use symbols that are words. When I look at black university students, I'm looking at the lucky ones, you slipped through the traps and snares."

He addressed both oppression of blacks and historical fallacies regarding blacks. "America is an anti-black society, set up by white people for white people. They've never displayed any regrets about what they've done. George Washington was a mass murderer of Indians. Because he was so successful in killing Indians (is) why he became general in the colonial war," he said.

Addressing education, Muhammad said, "We must realize as of now . . . blacks have not set up an institution independent of your enemies." He asked the crowd for its response. "Talk to me, even though you've been trained not to talk," he said.

"When you go through this school, you learn how to imitate white people. Your degree becomes an exit visa and then you become a commodity in the market of America to be auctioned off — you've sold yourself to corporate America," Muhammad said.

Muhammad recalled his experiences as a student at Case Western Reserve University. "At age 20 I became a student of Elijah Muhammad, I was a pothead, a happy go lucky negro. White folks liked me because I could make white folks laugh. Really you're just being a buffoon, a clown."

He said even though blacks are typi-

(See EDUCATION, p.17)

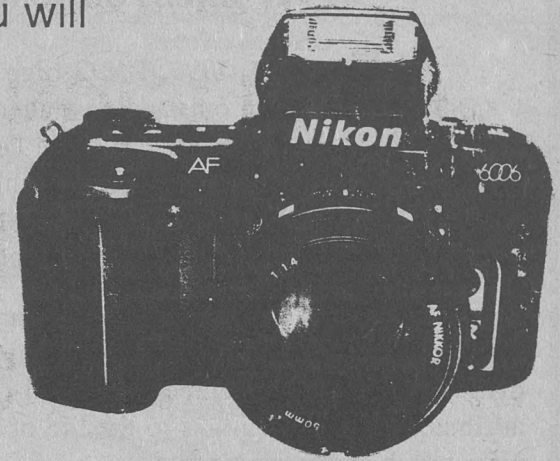
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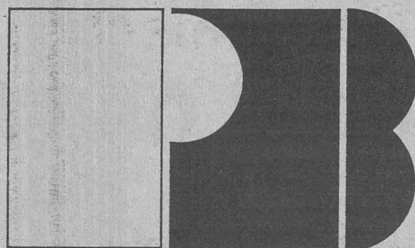
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## Berlin

continued from p. 1

students of the Ukraine, have declared an open political struggle," Kornelok read from a letter. "We want to be in control of our own lives. We want to learn about our tragic past and our honorable past. We realize that the road to freedom is hard, but we are determined to achieve democracy. Students

of the world, we turn to you for support in our struggle."

"The wall was a vivid symbol of oppression," GW Student Association President Frank Petramale said. "It was an easy symbol to recognize. We now have to realize that the walls of oppression are less obvious, and not just limited to Eastern Europe. The walls of racism and apartheid are one of them, for example."

Graffiti was painted on the 150-foot wall, which was constructed of cardboard boxes and extended halfway across the University Yard. Slogans

such as "Democracy in Europe" and "This is one of the walls which must fall if we are to call ourselves free," were painted onto it.

"This event has a special significance for me because Korea is still divided," Hyok Lee, a South Korean native, said. Lee painted "re-unification" onto the wall.

Champagne bottles were popped open as Young Americans for Freedom Chairman Scott Lauf took the first swing at the wall with a baseball bat. The wall was demolished in less than

one minute as singer Troy Rohrs played "The Day the Wall Came Down."

A German military representative was present, as well as a self-described conservative activist selling fragments of the Berlin Wall.

Approximately 100 students attended the event, co-sponsored by the Student Association, the Funding Board, College Republicans, International Affairs Society, International Student Society, Federalist Society, Students for Solidarity and Democracy in Eastern Europe, YAF, College Democrats and Republican Student Lawyers.

## The Dream in Action



### CALL FOR NOMINATIONS

On January 16, 1991, The George Washington University will confer a special medal on an outstanding student whose life is a reflection of the dream and vision of the late Reverend Doctor Martin Luther King, Jr. This medal is the University's highest recognition of meritorious service in the field of human rights. It will be conferred at a special convocation celebrating the life of Dr. King and the continued vitality of his ideals.

Nominees for the Martin Luther King, Jr. Medal must be George Washington University students at the time of nomination, enrolled in any division or phase of degree work, full-time or part-time, whose personal attributes and contributions to the life of the campus and/or the community reflect such characteristics as:

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- PROGRAMS FOR BLACK FAMILIES IN CRISIS

Nominations for the Martin Luther King, Jr. Medal must be submitted by letter of recommendation to the Office of University Marshal (302 Monroe Hall, Campus Mail) no later than Wednesday, November 21, 1990. The letter should include the nominee's local address and phone number. The Martin Luther King, Jr. Medal recipient will be selected by a panel composed of student, faculty, and staff representatives.

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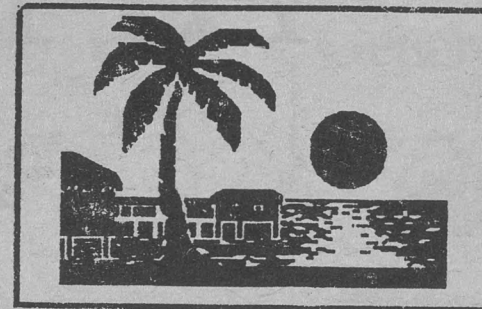
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# Colonnade Gallery show highlights residence hall artists

by Emily Cohen

Hatchet Reporter

"Artists in Residence," an exhibition of artwork by students living in the residence halls, held its opening reception Nov. 6 in the Marvin Center's Colonnade Gallery.

Sponsored by the GW Residence Hall Association, the Office of Campus Life and the Marvin Center Governing Board, the show features the works of non-fine arts majors who live in the residence halls. Fifteen artists are represented among the paintings,

photographs, drawings and sculptures.

According to Erika Salmon, RHA member and art show coordinator, the show is for "students who have tried to express themselves in a medium they don't usually get the chance to." All students living in the residence halls were invited to submit works for the exhibit, Salmon said.

"We accepted the majority of the pieces we got," said Colonnade Gallery Director Jill Rabbino.

Grant Smith created his figures out of office supplies, while Chris Ferguson's sculpture, *Freshman Year*, is made of a wire hanger and a Nerf ball. Subjects of photographs range from Yu Ling Chu's snow-covered branches, to Cynthia Kirschenbaum's graveyard, to Hang Law's busy street where a lone soldier stands still amidst the rush of the city.

Paintings range from fantasy landscapes to portraits. The exhibit also includes several "multimedia" pieces, such as RHA President Christopher

Speron's collage of painting and photographs, *Going Out of Business*.

Kirschenbaum, who had several photographs on display, said she is pleased with the show. "I like it. I think it was a good idea," she said. "It's nice to walk through a gallery and see your stuff hanging up. It makes you feel like you've accomplished something."

Visitors to the gallery also said they enjoyed the show. The show was "both provocative and remarkable," GW

student Richard Walsh said.

"One of the nice things about this is that a lot of the students have created these things with roommates, in a room that is far less superior than an artistic studio. They have to worry about their art supplies interfering with their schoolbooks and everything."

"It's incredible that so much creativity can come out of an environment which people traditionally stereotype as cramped and uncomfortable," he added. The exhibit runs through Nov. 30.

## ALADIN inter-library loans for undergrads to be available in '91

by Debbie Solomon

Hatchet Staff Writer

Inter-library loaning through the GW's new ALADIN system will not be available to undergraduates until Fall 1991 due to a lack of time, funding and staff, according to Debbie Masters, acting assistant university librarian for collections.

ALADIN is a computerized card catalog system that links references in Gelman Library with libraries at seven other colleges and universities in the Washington metropolitan area, including American University, Georgetown University, George Mason University, Gallaudet University, the University of

the District of Columbia, Marymount University and Catholic University.

"We need a year to phase this program in for undergraduates. Inter-library loaning means staff time at both ends of the request. We need people to call in your request and the people on the other end have to either bring the book here or send it. That takes a lot of staff time, and it will take about a year to integrate that," Masters said.

Masters said traditionally the inter-library loaning had been designed to help graduates and faculty. "The hope was," Masters said, "that undergraduates would be able to find what they need at Gelman, and if they couldn't,

their assignment would be flexible enough that Gelman would have something they could use."

Although inter-library loaning is not accessible to undergraduates, students can go to the university where the book they need is located and use it at that library, Masters said.

As of next fall, ALADIN's inter-library loaning will be available for all students, but for now it is only available to graduates and faculty. "It's still resourceful for those undergraduates who wish to use the system within Gelman, and next year it will be available to everyone," Masters said.

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# IMPROV NIGHT

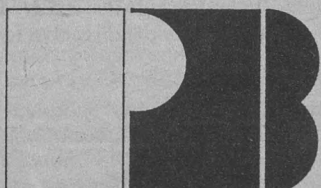
FEATURING

## NO TIME PLAYERS

Wednesday, November 14th

9-11 pm

George's, Marvin Center 5th Floor

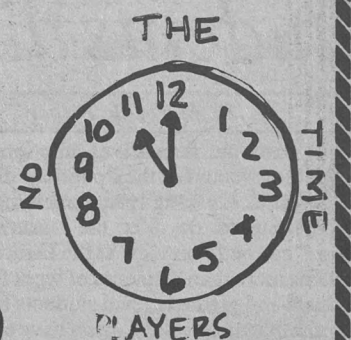
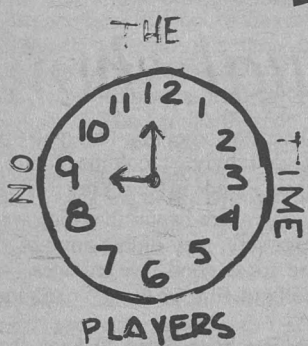


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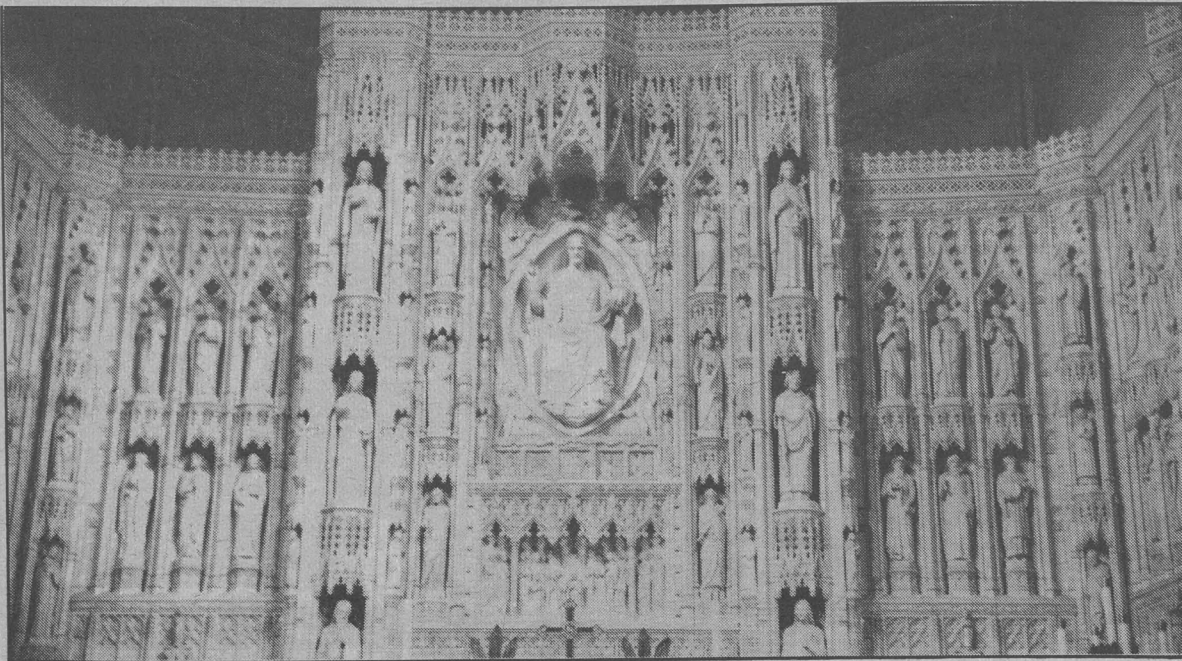








# ARTS & FEATURES



The spectacular altar at the Washington National Cathedral.

photo by Jeremy Azif

## Eighty-three years in the making

The grandeur of the National Cathedral is now officially built

by Bill Wright

The Washington National Cathedral has won a lot of deserved media attention recently — deserved because after 83 years to the day, the cathedral officially entered into its full glory with the placement of its final stone. Indeed an event worth noting: to Washington's treasures has now been added an architectural marvel of grand proportion. It is a story in Gothic that contains an exhaustive number of chapters.

On September 29, 1907, then President Theodore Roosevelt laid down the foundation stone to what would eventually become a spectacle of a temple. President George Bush, on September 28 of this year, laid down the final stone, to officially complete the structure.

The cathedral is, in a word, incomprehensible. Such aesthetic mystery defies my descriptive ability. Its fanciful appearance from afar belies the reality of its massive proportions which one confronts upon approach. Entering, one is again thrown into confusion.

As I looked about for the first time in its dim interior, I was as a man who had suddenly plunged into the depths of the ocean, and his location unawares. A row of piers rise to a distant ceiling like a forest of great redwoods. Colored light splashes on a sea of uniformly gray stone. Beyond the main sanctuary, or nave, itself too expansive for comprehension, lie a series of inner recesses which accurately convey the notion of a Holy of Holies.

Amidst odd contrasts, reality returns. Confused tourists wander about in shorts and T-shirts. The middle seating section is full, so I follow a sparse stream of tourists and worshippers to seats at the side. The standard instruments of worship are present: hymnal and bulletin. One exception, however, is the *Episcopal Book of Common Prayer*, since the Episcopal church administers the cathedral and its bishops reside there. Another curiosity is the pillow provided for kneeling. I have never knelt in service before, but fortunately, this is optional.

I attempted to join a hymn already in process, but the degree of echo of other voices with the organ renders the music indecipherable. Order returns as the guest reverend begins to conduct the service. In content, the service is a standard Episcopal service. The peculiarities are worth noting, however.

Being that the cathedral claims to represent the nation, intimacy is unknown within its walls. The 11 a.m. Sunday services in particular (a minimum of three smaller services are held each day) is mostly a gathering of strangers. Besides a congregation consisting of mostly visitors from various denominations and locations around the country, the presiding reverend is often a visitor himself. As the Rev. Canon Leonard Freeman informed me, the size and unfamiliarity of the congregation requires an unusual approach in which the service is performed in the manner of a television production.

Thus, like the cathedral itself, the service is run on a grand

scale. The altar attendants wear angelic white robes. The organ fills the hall with musical power, occasionally producing notes so low that only the vibration is detected, not the sound. The Men and Boys Choir, an excellent group, produce echoes through the use of counter-melody and close-interval harmony. At the service's conclusion, the clergy, choir and lay readers exit in a procession carrying flags, crosses and banners. One imagines the Hebrew priests circling the walls of Jericho looked something like this marching huddle.

The other peculiar aspect of this cathedral is implied in its unofficial name: the Washington National Cathedral. How is a church "national?" Aspects of the cathedral's nationalism, for lack of a better word, are quite prominent. The flags of the 50 states hang from the high ceiling, and every Sunday service features a state whose concerns are that day addressed. Statues of Lincoln and Washington occupy their respective corners in the rear of the nave. One of the more remarkable works of stained glass, the Space Window, celebrates the triumph of the Apollo lunar landings.

President Woodrow Wilson is buried at the side of the nave with a carved tomb and stained glass tribute completing his shrine. And at several locations, most notably the War Memorial Chapel, the services of American troops are recognized and appreciated. In fact, each branch of the military has an annual service.

Secularists and other religious groups might find this union of church and state disconcerting, however. The purpose of the cathedral is to be a "house of prayer for all people," or at least all Americans. Interfaith participation is encouraged. No doubt, some Christians who value the role of religion in our nation's traditions will be pleased at what can be described as the civil religiosity of this cathedral; others may feel uncomfortable.

But certainly, one needn't be Christian and definitely not Episcopalian to enjoy the marvels of this architectural masterpiece. In every direction the eye looks, it spots a story in stone, glass or tapestry — enough stories to occupy a lifetime of learning. If none have said it before, I shall: the Washington National Cathedral surpasses all the District's monuments and even rivals the Capitol Building in its sheer beauty. The cathedral also affords one of the most spectacular views of the city and surrounding states because it is located on the highest ground in the District. Its towers are higher than the Washington Monument.

For those interested in attending service, I recommend the one on Sunday at 11 a.m. Tours conveniently follow the service. Of those attending, the formally dressed will be the most comfortable. Others not attending services can visit at almost any time. Call for information on tours. In any event, do go up the elevator in the West Tower and enjoy the view. Try to visit on a sunny day, when the stained glass is at its peak of splendour.

The Washington National Cathedral is located at the intersection of Wisconsin and Massachusetts avenues. Best route: any Metro bus numbered in the 30s. It will go right up Wisconsin.

## Mail hormones seen in Gurney's 'Letters'

by Jenn Huntzinger

Remember the first love letter you ever received? No doubt you found it in your Valentine's Day bag during an elementary school party. There was probably a goofy little character on the front of the card, and on the back was a message scrawled in rough second-grade printing: "Be my Valentine! Guess who?!"

It is just that kind of note that begins the "on-again, off-again" love and friendship between the two characters in A.R. Gurney's "Love Letters," now playing at the National Theatre. Actually, this isn't a play, as we typically think of plays. The production consists of just two actors sitting side by side at a table, reading letters back and forth. There are no lines to memorize, no movements to remember; the entire show is read from the scripts held in the very capable hands of Colleen Dewhurst and E.G. Marshall.

The correspondences follow the life-long relationship of Andrew Makepeace Ladd and Melissa Gardner, a man and woman who meet in the second grade and keep in touch by mail for the next 50 years. Their letters take the audience from grammar school silliness to adolescent love and complaining, from early adult dreams to middle-age realities and finally, self-realization through traumatic loss. The letters run as long conversations with nuances that range from sweetness and innocence to brash and sexy, as well as periods of silence when letters are left unanswered.

Dewhurst gives an excellent portrayal of the free-spirited and often rambunctious Melissa. Her voice, though near hoarse, offers a perfect characteristic to her wealthy, rebellious character. She has sustained spunk throughout the correspondence when even as a youngster she sends Andy a postcard saying, "You told me to send you a postcard — here it is."

Her curtness gets her into trouble at home, away at boarding school and even within her letters to Andy. Melissa becomes involved with a constant stream of serious life battles. She divorces and winds up in a custody fight for

her children. Meanwhile, she has become an alcoholic, and after being checked into rehabilitation centers several times, her life completely falls apart because of her drinking.

The proper and righteous Andy, played by E.G. Marshall, is a delightful opposite to the wayward Melissa. He has all the stability she lacks — always managing to do the "right thing." Andy studies hard, rows crew, goes to law school, becomes a lawyer and eventually wins a seat in the Senate. (He also has a perfect little wife and children and writes generic Christmas letters to all their friends.)

The interesting thing about Gurney's story is that Andy is the one who initiates and sustains the letter-writing most of the time. In letters, Andy bares his soul and expresses his true feelings about everything — something he can't manage to do person to person. Melissa dislikes the letters at first; she would much rather have a phone call or a visit, but Andy insists on the letters, and eventually Melissa learns to appreciate their value.

The hardest thing for them to do over the years, however, is to admit their true feelings for each other. Not until they are both middle-aged do they finally engage in a tangible, physical affair. But naturally, Andy calls it off because it isn't the right thing to do, since he's married and running for the Senate.

Gurney has written a winner with "Love Letters." It is truly a sweet and endearing show. It showcases lifelong friendships, and all the pain and joy they bring. It's about relationships that should work, but simply cannot. It's about love — all different kinds of love — but most importantly, the one kind of love we can't do without — the love of a true friend.

"Love Letters" is playing through Nov. 25 at the National Theatre, 1321 Pennsylvania Ave. North, NW. Performances are Tuesday through Sunday at 8 p.m. with matinees on Saturdays at 2 p.m. and Sundays at 3 p.m. For tickets call the National Theatre Box Office at 628-6161 or charge by phone at 1-800-233-3123.

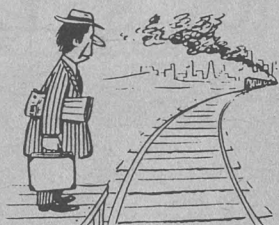


Colleen Dewhurst and E.G. Marshall in 'Love Letters.'



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# POW/MIA flag dedicated at GW ROTC ceremony Friday

The Reserve Officers Training Corps Detachment 136 and GW's Aerospace Students Association presented a "Prisoners of War/Missing In Action" flag to GW President Stephen Joel Trachtenberg Friday morning.

"You are not forgotten," Cadet First Sergeant Matthew Bartlet said of the soldiers still missing in action.

With Veterans Day and Thanksgiving approaching, the presentation was appropriate and timely, he added.

"The military forces presently serving in Saudi Arabia won't be home for Thanksgiving . . . and we are able to honor them," Bartlet said.

"We hope that any service people still missing in action will be returned," Captain Robert Holder said as he presented the flag to Trachtenberg.

"We hope that the men and women in Saudi Arabia will be returned without a shot fired, and Thanksgiving sounds like a nice target to me," Trachtenberg said after accepting the flag. "They are defending freedom, they are defending something in the heart and mind."

-Sharon K. Hughes



photo by Mark Herman

ROTC member raises flag at dedication ceremony Friday.

## Freedom

*continued from p. 1*

students can participate in.

For other students, spray-painting the wall held different meanings. GW freshman Danny Shapiro repeatedly wrote "Rasta" all over the wall. He explained that to him "Rasta" is an idea, rather than a cause. "It's kind of my own Rasta ideal that everyone should have the freedom to be themselves," he said.

After one student wrote "Arms are for hugging" on the wall, YAF member Aaron Weiss, jokingly said,

"See, we're even letting the peaceniks write on the wall." He said YAF supported Freedom Day 1990 because the group thought the Reagan administration's hardline policies against the Soviet Union had a direct impact on the downfall of the Soviet economy, thus lessening the control the Soviet Union had in Eastern Europe.

The event attracted many Eastern European diplomats who spoke at the program, and a few aficionados of the European democratic struggle. Art Harman of the Conservative Caucus came to Freedom Day 1990 to advertise pieces of the real Berlin Wall for sale. Harman said he heard of how people were collecting bits of the Berlin Wall for souvenirs and decided to go to Germany three days after the wall was opened.

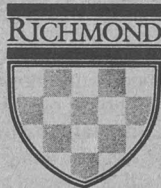
"I packed all these sledgehammers and crowbars, rented a station wagon at the Berlin airport, then I just backed the station wagon up to the wall and started to hack away at it,"

he said. Harman reported seeing a group of East German children, who had never known free enterprise, chopping away pieces of the wall and selling them to tourists for hard currency.

GW College Democrats President Jon Altenberg joked, "When we are through with this wall, we are going to cut them up into little pieces and sell them for profits." In reality, however, the boxes comprising the wall were recycled.

It only took a few minutes to destroy the wall once YAF Chairman Scott Lauf struck the creation with an American baseball bat. Then the participants celebrated the demise of the wall in the traditional way — by spraying white wine (well, sparkling grape juice, that is) all over each other. And though the boxes were demolished, there was a renewed hope and pledge that the democratic reforms will continue throughout Eastern Europe for many years to come.

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photo by Jeremy Azif

GW student helps tear down the Wall last Friday on the University Yard.



# Students to participate in U.S.-Soviet exchange

by Laura Gladstone  
Hatchet Reporter

Educational leaders from the United States and Soviet Union have signed an agreement launching the first academic exchange program between American and Soviet schools of international affairs, according to a University Relations press release.

Soviet officials and the Association of Professional Schools of International Affairs — of which GW is a member — signed the agreement, the press release said. Professor James Millar, director of the GW Institute for Sino-Soviet Studies, will coordinate the program for APSIA.

The Soviet Ministry of Foreign Affairs raised the idea of the exchange so that Western students who wish to become future diplomats can learn about the reforms of *glasnost* and *perestroika*, the press release stated.

Millar said the long distance negotiation was difficult. "There were some important terms we had to take care of, such as medical care, housing and salaries for faculty members that took time to decide," he said, adding that another reason for the lengthy negotiations was finding necessary funding for APSIA to be able to participate in the program. Millar said private donations came

from the Pew Foundation, the Rockefeller brothers and the Ford Foundation.

Beginning next January, more than 24 U.S. and Soviet faculty and students will participate in the program. Students will spend a full semester and faculty members will spend up to two months at the exchange schools. Both groups will have the opportunity to travel in the host countries during their stay.

The 13 participating schools, including GW's Elliott School of International Affairs, will exchange students and faculty with The Diplomatic Academy and the Moscow State Institution of International Relations, the press release said. The two institutes train more than 85 percent of all Soviet diplomats and Foreign Ministry officials. Both had been closed to Western diplomats, scholars and students until now, the press release stated.

Other schools involved in the program, according to the press release, include American University, Columbia University, Georgetown University, Harvard University, Johns Hopkins University, Princeton University, Tufts University, the University of Pittsburgh, the University of California at San Diego, the University of Denver, the University of Southern California and Yale University.

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- Margaret Bunnell, Career and Cooperative Education Center, "Resources to help in your internship search"
- Dean Maurice East, Elliott School Internship Administrator, "The Value of an Internship"

Thursday, November 15th

6:00 PM

Stuart Hall, Room 108

For more information call 994-7050

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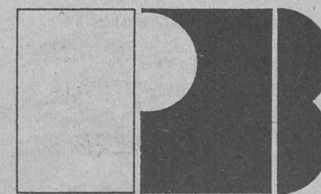
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# CAMPUS HIGHLIGHTS

Monday, November 13 through Sunday, November 20

Campus Highlights is excerpted from the GW Weekly Calendar published by the Office of Campus Life. Submissions for the upcoming week must be turned in to the GW Information Center, Marvin Center, first floor, no later than Wednesday at noon. For further assistance call 994-GWGW.

## Monday, November 12

### IBM Career Day

10am-4pm, Marvin Center 410  
For Computer Science & Electrical Engineering Majors. Permanent employment & cooperative education available.  
Career & Cooperative Education Center.  
Info: 994-6495

### Informal Reading of Gospel of John in Greek

12:30pm, Bldg O, 102A, Religion Dept.  
Every Monday. Bring a bag lunch.  
Info: 994-6325

### University Forum on Affirmative Action

7pm, Marvin Center 402  
Featuring representatives from Black Peoples' Union & Young Americans for Freedom.  
Info: 994-7313

### Iranian Cultural Society\*

7pm, Madison Hall  
Info: 994-8319

### Culture Through Music w/GW Gospel Choir

& Philippine Cultural Society\*  
7:30pm, Strong Hall Lounge  
Info: 994-8319

### Japanese Intercultural Network\*

8pm, Everglades Hall  
Info: 994-8319

### General Union of Palestine Students\*

8pm, Mitchell Hall  
Info: 994-8319

## Tuesday, November 13

### CCEW Fall 2 Registration Deadline

9am-5pm, CCEW Office, Academic Center T409  
Fall 2 session starts Nov. 19. Classes meet once a week, depending on program.  
Info: 994-7036

### IBM Career Day

See listing for Monday, November 13.

### How to Make Career Decisions Workshop

Noon-3pm, Academic Center T509  
Sign up in advance.  
Career & Cooperative Education Center.  
Info: 994-6495

### Bread & the Word!

5:30-7pm, 609 21st St., NW  
Supper & fellowship.  
Ecumenical Christian Ministry.  
Info: 676-6434

### Philippine Cultural Society\*

7pm, Madison Hall  
Info: 994-8319

### Student Association for Israel\*

8pm, Mitchell Hall  
Info: 994-8319

### Latin American Student Association\*

Milton Hall  
Info: 994-8319

### Society of Professional Journalists Forum -

### Careers & Journalism Education

8pm, Fung Hall 307  
Info: 994-6225

### The American Marketing Association Presents "Trends

### in Consumer Purchasing: A Breyer's Perspective"

8pm, 101 Corcoran Hall  
A multimedia presentation by Bill Levisay, Marketing Manager for Breyer's Ice Cream Division of Kraft General Foods.  
No info number submitted.

## Wednesday, November 14

### Miller Analogies Test (MAT)

12:30pm, 718 21st St., Bldg N  
Registration fee \$35. Should be made two weeks in advance. Given every Wednesday.  
Info: 994-6550

### The Cycling Club of GW Training Ride

3pm, Ross Hall  
Free. Low gears, easy miles.  
Info: 994-5983 (Bill H.)

### Job Search Strategy Workshop

5:30-7pm, Academic Center T509  
Sign up in advance.  
Career & Cooperative Education Center.  
Info: 994-6495

### Euroclub\*

6pm, Adams Hall  
Info: 994-8319

### Emotions & Reason: The Objectivist View

8pm, Marvin Center 405  
Live speech by Dr. Edwin Locke. \$2 admission for non-GW affiliated people.  
The Objectivist Club & Psychology Club.  
Info: 676-2508 (Adam M.)

### Program Board Weekly Meeting

8pm, Marvin Center 429  
All are welcome to attend!  
Info: 994-7313

### Kosmos Hellenic Club\*

8pm, Guthridge Hall  
Cosponsored w/Bldg JJ  
Info: 994-8319

### Indian Students Association\*

8:30pm, Riverside Hall  
Info: 994-8319

### Students Against Handgun Violence (SAHV)

8:30pm, Marvin Center 413  
Info: 466-7677 (Ross)

### Residence Hall Association Weekly Meeting

9pm, Marvin Center 402  
All interested residents are welcome to attend.  
Info: 994-8319

### No Time Players Improvisation Group

9-11pm, Marvin Center George's, fifth floor  
Info: 994-7313

## Thursday, November 15

### Letters & Resume Workshop

1-2:30pm, Academic Center T509  
Sign up in advance.  
Career & Cooperative Education Center.  
Info: 994-6495

### International Student Society (ISS) Coffee Hour

4-7pm, Bldg D  
Info: 994-6864

### Forum & Reception by the Friends of the Libraries!

4pm, Gelman 202 (forum)  
5-6:30pm, Gelman 207 (reception)  
Free & open to all. Forum: Slide - illustrated lecture on L'Enfant & Designing a Capital City, by Library of Congress cartographer in conjunction w/ Mapping of Washington exhibit at Gelman.  
Info: 994-6455

### Pakistan Student Association\*

7pm, Crawford Hall  
Info: 994-8319

### Jordan Students Club\*

7:30pm, Strong Hall  
Info: 994-8319

### General Union of Lebanese Students\*

Munson Hall  
Info: 994-8319

### Caribbean Students Association\*

Thurston Hall  
Info: 994-8319

### Soviet Life Magazine & American Illustrated

7:30pm, Marvin Center 413 & 414  
Mr. Victor Karasin, Editor of Soviet Life, & Mr. George Clack, Deputy Editor of American Illustrated. Center for Soviet American Relations.  
Info: 966-8651

### Lesbian & Gay Peoples' Alliance Weekly

### Discussion Group

7:30-9pm, Marvin Center 410  
Workshop & discussion on safer sex with guest facilitators from the Whitman Walker Clinic.  
Info: 994-7590

### Lesbian & Gay Peoples' Alliance Weekly Discussion

### Group for Women

7:30-9pm, ECM Bldg, 2131 G St., NW  
Info: 994-7590

### Cocteau Twins in Concert

8pm, Lisner Auditorium

\$22.50 @ Ticketron Outlets, Teletron 800-543-3041.

NAAO w/IMP.

Info: 393-0930

### Film: Bill & Ted's Excellent Adventure

8 & 10:30pm, Fung Hall 103

\$1 w/GW ID. \$2 all others.

Info: 994-7313

### Tour of the State Department Diplomatic Rooms

3pm, Please call for meeting place.

Space is limited.

Info: 659-1943

### Peter Allen in Concert

8pm, Lisner Auditorium

\$10 & \$18.75 w/GW ID, \$18.75 senior citizens, GW

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Ticket Center Outlets.

Part of the University Series 1990-1991.

Info: 994-1500

### No Time Players Comedy Improvisation

Midnight, Downstage Lisner Auditorium

Info: 342-7307

## Saturday, November 17

### The Cycling Club of GW Training Ride

8am, Shady Grove Metro Station.

No fees, low gears, easy miles, lots of country side, fresh air, & coaching. Get a Metro Pass for you bike.

Info: 994-5983

### The Waterboys in Concert

8pm, Lisner Auditorium

\$18.50 w/GW ID @ Marvin Center Newsstand.

\$22.50 @ Ticket Center Outlets, Phone Charge

432-0200. GW Program Board w/Cellar Door

Productions.

Info: 703-683-1900

## Sunday, November 18

### The Cycling Club of GW Training Ride

See listing for Saturday, November 17.

### GW Community Orchestra, William Wright -

### Director

3pm, Marvin Center Theatre

Free & open to public.

Info: 994-6245

### GW Troubadours Concert, Catherine Pickar -

### Director

8pm, Marvin Center Theatre

\$3 GW students, faculty, staff, alumni, & senior

citizens. \$5 all others.

Info: 994-6245

## Announcements

\* These events are part of Cultural Appreciation Week. All events are open to GW community. They are sponsored by Residence Hall Association & International Student Society. Info: 994-8319.

### MDA Superdance - dancer recruitment.

Tables Monday, November 12 - Thursday, November 15, 11am-2pm, Marvin Center first floor lobby, ground floor, & second floor. Sponsored by Residence Hall Association.

Info: 676-2409 (Kathleen) or 625-1753 (Kim).

### Market Square Open for Midterm Study Space.

Monday-Thursday, through November 16, 8:30pm-3am.

Provided by the Marvin Center Governing Board.

### Ski For Free This Winter! Outgoing, friendly, energetic people needed for weekend ski trips.

Contact Aubrey Jones, Recreational Sports. Info: 994-7546.

### Cross Country/Track & Field practice.

Monday-Friday, 3:30pm; Tuesday & Thursday, 9:30am Meet at 23rd & F Sts. (behind Smith Center). Info: Steve, 265-7020 or Coach Zito 994-6650.

### Artists in Residence, Colonnade Gallery, Marvin Center, third floor.

Works submitted by students residing in GW Residence Halls. Through Dec. 1. Info: 994-6555.

### The Peer Tutoring Service is recruiting tutors, re-activating tutors, & accepting tutees in the Dean of

Students Office, Rice Hall 401. Info: 994-1478.

### Practice to develop principles of Aikido through self-defense techniques.

Mondays & Wednesdays, 6-10pm, Marvin Center 501. Info: 337-2072.

### Attention. Student Performers (poets, musicians, & singers) needed for an anti-rape rally on Nov. 16.

Call Debbie or the Students United to WIN Office. Info: 676-2580.



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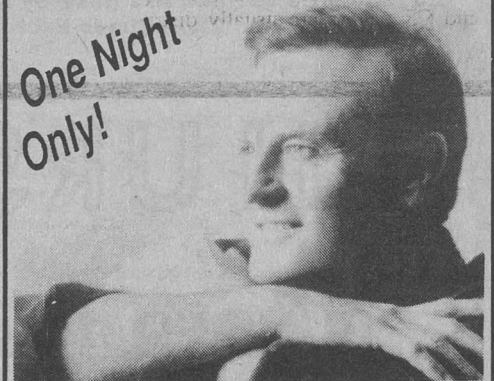
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# CDs, CRs complain about paper removal

by Maren Feltz  
Hatchet Staff Writer

GW's College Democrats and College Republicans recently filed complaints against the Physical Plant Department for removing the organizations' opinion publications prematurely from campus buildings.

According to CD President Jon Altenberg, the CD's publication, the Journal, has been removed from Funger Hall, Gelman Library and the Medical center buildings by PPD staff. He said removal of the papers has been protested repeatedly this year by the CDs, the CRs and the GW Student Association.

"We have a responsibility to our members and to those who advertise in our paper, to publish and distribute it," Altenberg said. "This is impossible when the papers are thrown out after only one or two days on the stands."

CR Communications Director Chris Robinson said he supported Altenberg's statements. "A lot of money is invested in these newspapers and they're all thrown out," he said. Altenberg estimated that printing and distributing an issue of the Journal costs approximately \$500. Both Robinson and Altenberg said their bulletins, as journals of opinion, need to be out for more than just a few days to ensure people have the chance to pick them up.

Altenberg said the Journal and the CR Observer are being removed on the same days as The GW Hatchet is, Wednesday and Sunday evenings. The CD and CR papers are usually distri-

buted on Tuesdays, and the papers are therefore only available for a couple of days before being disposed of, Altenberg said.

"We're in a University where the conveying of ideas is the ultimate goal," Altenberg said. These opinions can benefit the entire University, but "it defeats the purpose when the opinions that are out there are swept away," he said.

According to PPD Director Robert Burch, several organizations have been in contact with him since the beginning of this school year, requesting that their publications be left in campus buildings. "Right now, we're trying to leave the student phone books in place, we're trying to leave the class evaluations in place, we're trying to leave the Hatchets in place . . . If (the CDs and CRs) want to put the things in place and shepherd them, I'll leave them alone."

Somebody has to keep the distribution areas cleared out, and at present, no one has come forth, Burch added. "I have about 90 people working at night. Many of them can't read. So when you say, 'Hey guys, don't throw out the such and such' . . . come on," he said.

Burch said illiteracy among his staff is a "big factor" in identifying what publications should be left in place.

Altenberg said the CDs have begun to consider purchasing stands to place the Journal in, adding that purchasing them is an expensive option for a paper that is only published two or three times each semester.

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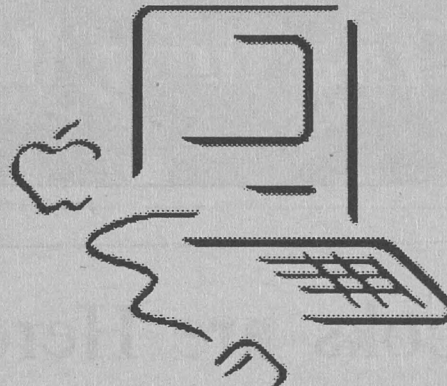
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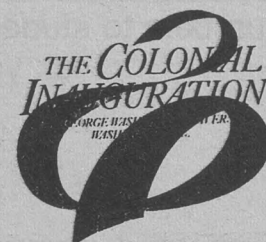
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PSU member Beth Kanter (c.) leads brick protest Friday.

photo by Jeremy Aziz

## Bricks

continued from p. 1

ment than bricks. Which would you rather look back at in 20 years — an educational book that will benefit the people at the University, or a brick?" Hutchinson asked.

A letter to Trachtenberg, signed from "concerned GW students," stated that one of the problems with GW is the "emphasis on glossy, cosmetic 'improvements' rather than on substantive improvements in our education..."

Hutchinson said GW has real problems that cannot be solved by an attractive campus. "We don't need something that won't directly benefit the students now. The bricks are for graduated students, not the ones that are still here. A tradition should be something that benefits us all, not only the people who have left. The double-decker bus cost this University a lot of money, but who is it benefiting? It's benefiting prospective students, not the students that are already here," he said.

The rally began at noon and protesters chanted "books not bricks" as they proceeded to Rice Hall.

Three representatives from the protest spoke with Trachtenberg.

Dana Hollish, one of the student representatives who met with the president, said, "(Trachtenberg) likes the brick idea, and we like the book idea, so he's going to give us a choice."

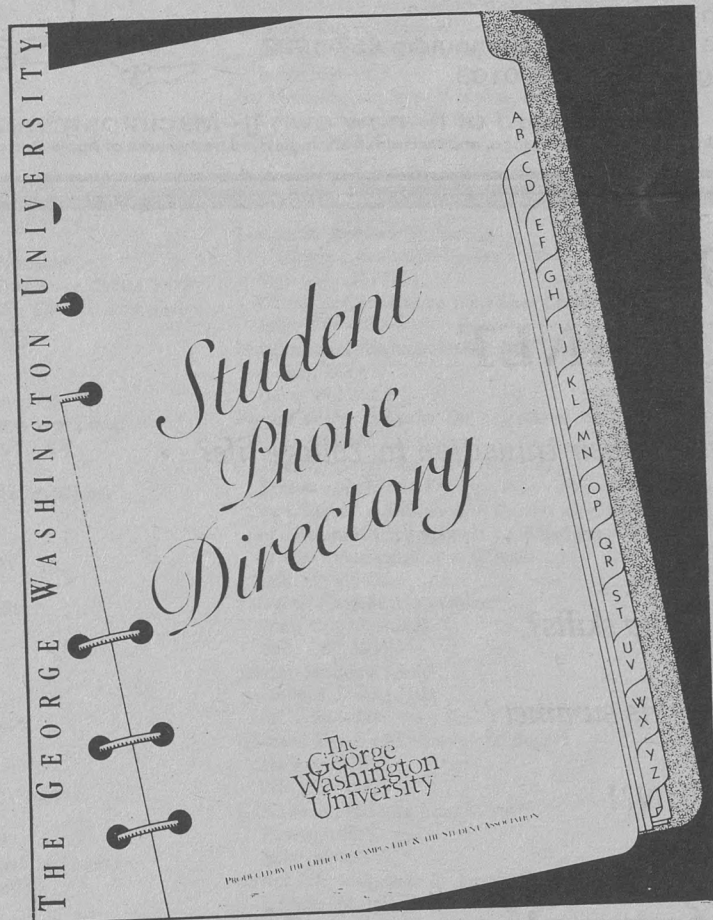
Hollish noted that students should have been consulted in the first place. "The University should have sent out a mailing asking us whether or not we wanted the bricks. By the time we came back to school in September it was too late to do anything about it, the construction had already begun."

"There has to be more communication between the University and the students," Hollish added. "The bricks were done without prior student knowledge. We don't feel like we're a part of this University because we're never informed or asked about a lot of things. We don't need to be included in every decision, but visual decisions are important and we should be asked."

"Our goal now is to increase the communication between the administration and the students through mailings, and to encourage students not to put their name on a brick. We want to focus on one tradition, maybe the books or maybe something else, just not bricks, they're unnecessary and not beneficial to anyone," Hollish said.

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## Int'l buddy program hosts bowling in MC

The International Buddy System sponsored an afternoon of bowling for approximately 50 of its participants yesterday.

The buddy system, which comes out of the GW Student Association's division of student affairs, pairs American students with international students. International buddies participate in a variety of events throughout the year to help build understanding and overcome cultural barriers, according to program director Javid Sonde.

Sonde said SA funds were used to reserve the Marvin Center bowling alley. Participants paid \$2, entitling them to unlimited bowling and free pizza.

"We wanted a fun and interactive activity that everybody could enjoy," said Kathy Whelan, who helped organize the event.

"Our main purpose is to promote international friendship," she added.

Sonde said 186 students have registered for the program this year. "We are getting more applications each day," he said.

Libbie Bock, who also helped coordinate the event, said International Buddy System organizers were originally concerned that students participating in program would be disproportionate either with American or international students, but it has remained even.

"We are trying to plan these events so people come together," Sonde said.

Whelan said the reason she and Bock became involved with the program was because they spent last year studying in Japan and learned how "hard it is to assimilate into a different culture and overcome the differences."

-Jim Peterson

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# Professor addresses affirmative action

by Lisa Leiter  
Hatchet Staff Writer

The recruitment and retention of minorities is a complicated issue both at the student and faculty level, Philosophy professor William Griffith said at a Progressive Student Union-sponsored discussion Thursday.

In the past, GW has had good progress rates of recruiting minorities and has doubled its minority faculty, but it is not clear what the University should or should not be doing, Griffith said.

"GW makes a reasonable effort . . . it's not like they're not trying," Griffith said. "The University will provide support if you find a minority you want to recruit."

One reason for the low number of minorities and women in the faculty is the lack of minorities and women seeking faculty positions, Griffith said. "We are getting fewer minority students in colleges and graduate schools so there is a lack of supply of Ph.D.s," he said.

Griffith said another reason impeding recruitment of minorities is that many minorities do not find an academic career attractive.

Griffith noted GW has increased the number of women on its faculty. "Twenty-five percent of our faculty are women . . . it's still low and we need some improvement," he said.

Griffith said the mentoring of minorities and women needs to be improved to get them into graduate schools.

"We need more financial aid in the graduate schools . . . there is more fellowship money in law and medical school," he said.

In addition, Griffith discussed a method of recruitment called "musical chairs" — a process by which GW outbids the salaries of faculty at predominantly black colleges.

"I'm not clear this is a progressive

step," he said.

Furthermore, a possibility to recruit more minorities to the faculty would be to not require professors to have a Ph.D., Griffith said.

"It would be a difficult thing for someone to stay and get tenure without the same qualifications as other faculty members," he said.

During a question and answer session, PSU member Lora Shimp said she was concerned about a lack of black culture at GW.

Griffith said the University should follow up on getting visiting professors for classes like African-American studies to bring black culture to GW.

In addition, Shimp said a lack of African-American students in the African-American studies classes exists because they can't relate to the curriculum.

"There is a voluntary segregation which seems to be a real problem . . . I'm not sure how it connects to the faculty problem, but having role models could change things," Griffith said.

PSU member Brad Siegal asked Griffith what students can do to improve recruitment and retention of minority students and faculty.

"Work with the faculty and keep attention on the issue," Griffith said, "and continue to talk about recruitment into graduate schools . . . keep it identified as an issue and it won't go away."

Griffith's speech was part of Education for the People, a week of PSU-sponsored events, Nov. 5-9, on a variety of topics including student activism, curriculum and tuition increases.

When asked what the main goal of the week was, Shimp said, "To raise student awareness and unity and to work together to show that the University is not a business."

## Education

continued from p. 7

cally the best comedians, they top the lists of such things as poverty and crime.

Muhammad said black students at

GW cannot receive a proper education because the University is not teaching them what is essential, such as an understanding of the "black holocaust."

Muhammad stressed that blacks must take control of the "key" that locks and unlocks the mind.

Addressing religion, Muhammad said, "If you read the Bible, Jesus had to be black, Solomon was black,

David his son was black, Jesus was a descendant of David, he was black. When Herod was out to kill Jesus, where did they hide him? Sweden? They took him to Egypt to hide him. Egypt was black, blacker than today."

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## ΣΦΕ, ZBT aid charities

Sigma Phi Epsilon and Zeta Beta Tau fraternities sponsored fundraisers Friday.

The ΣΦΕ house was transformed into an auction block for the second annual ΣΦΕ auction, where fraternity members were offered to do things such as tutor for two hours or work six hours as a "slave."

Franz Keller, who was sold for \$120, drew the highest bid of the evening from a female audience participant.

"Two girls kept going up and up," ΣΦΕ Community Service Chairman Matt Mutterperl said of the \$120 price for Keller.

Proceeds from the night will benefit the American Heart Association, ΣΦΕ's philanthropic affiliation, Mutterperl said.

The fraternity raised approximately \$1,100, Mutterperl said, adding that approximately 100 people attended the event. "It went very well," he added.

Also Friday, GW's Zeta Beta Tau fraternity held a lip sync contest in the Marvin Center.

Guest coordinator Eric Fettman said the event raised approximately \$200 to be donated to a "really good cause" — Terrific, Inc., an organization which runs two local hospices housing children with AIDS.

Of the seven contestants, freshmen Ross Daniels and Matt Russell won the lip syncing battle with their rendition of the Blues Brothers.

A group representing Alpha Epsilon Phi sorority took second place honors with a Madonna lip sync, while ΣΦΕ members took third.

This was the third year ZBT has hosted a lip sync fundraiser, Fettman said.

-Kristin Kenny

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## Hoops

continued from p. 20

game showed promise. "At times we ran well," Jarvis said. "Alvin Pearsall made some great passes. He's fun to watch."

GW senior tri-captain Ellis McKennie did not play in Friday's game because "his coach didn't put him in," Jarvis said, adding it was a "team-matter" and he expects McKennie to play in the Colonials' next outing.

GW started out slowly in its first public competition of the year, trailing until midway through the first half.

The Colonials traded baskets with Marathon after the visitors won the opening tip-off. Marathon's Todd

May hit one of his three three-pointers of the game with 15:59 remaining in the half to give Marathon a 9-6 lead.

GW tied the game at 14 at the 13:52 mark on a Dirk Surles basket and free-throw. Surles (14 points, 5 assists) scored on an assist from Pearsall on the breakaway and was fouled as he made the lay-up.

The Colonials had their first lead at the 11:26 mark when forward J.J. Hudock nailed a three from the right corner, putting the team ahead, 21-20.

GW was not able to hold a lead until Matt Nordmann hit a lay-up in transition at the 8:09 mark giving the Colonials a 31-29 lead. The hosts trailed only once the rest of the game.

Hoops — GW plays its final exhibition game Nov. 20 against the Stroytel Club of the U.S.S.R. at 7:30 in the Smith Center.

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## Wet

continued from p. 20

junior Damon Ladd-Thomas placed first.

With GW up 104-103 and two events left, the Tribe's Will Lappenbusch and Eric Schobitz finished first and second, respectively, in the 200-yard breaststroke to ensure a victory for the Tribe.

GW head coach Bob Hassett was not disappointed with the split, saying it was

a strong meet all around. "People were doing their best times of last year and this is only the first meet of the year," he said.

Hassett praised the swimming of freshman Todd Helzer, who he said "had a solid meet, swimming some of his best times," and junior Steve Johnson, who Hassett said swam five or six seconds faster than his usual in the 200 breaststroke.

On the women's side, Hassett was impressed with freshman Kim Thurman who finished third in both the 200- and 500-yard freestyle.

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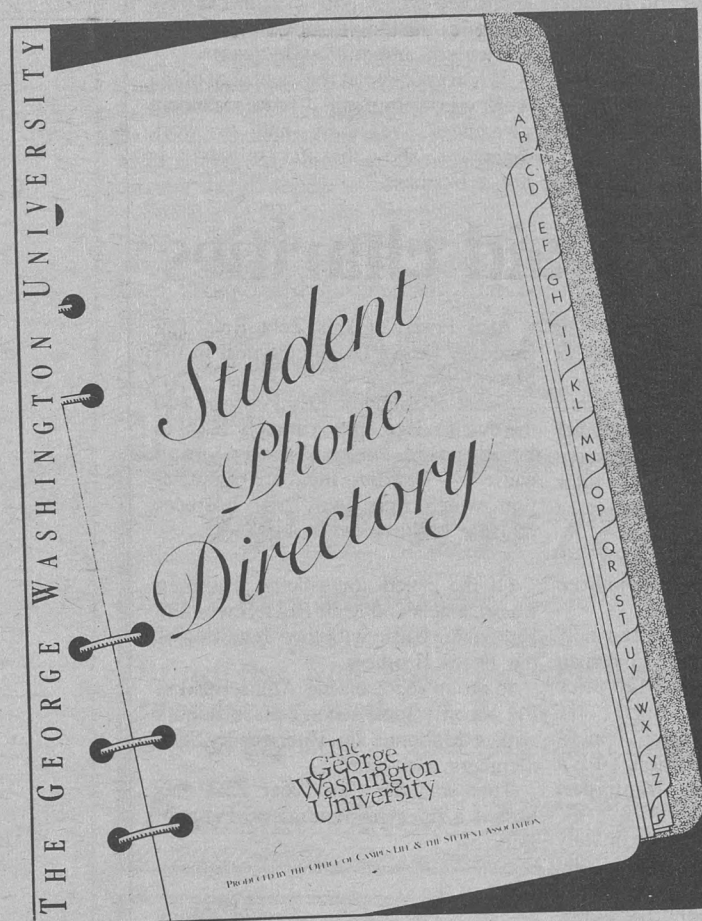
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# SPORTS

## Holland is top gun in 97-91 hoops win

by Scott Jared  
Hatchet Sports Writer

If every game goes as well as the first one did for head coach Mike Jarvis, the GW men's basketball team will be in good shape.

Making his GW coaching debut, Jarvis' team delivered a 97-91 win over Marathon Oil in an exhibition contest Friday in the Smith Center.

The Colonials survived a late run by the Marathon club to pull out the win after GW held a 94-84 lead following senior center Byron Hopkins' dunk with 3:50 remaining.

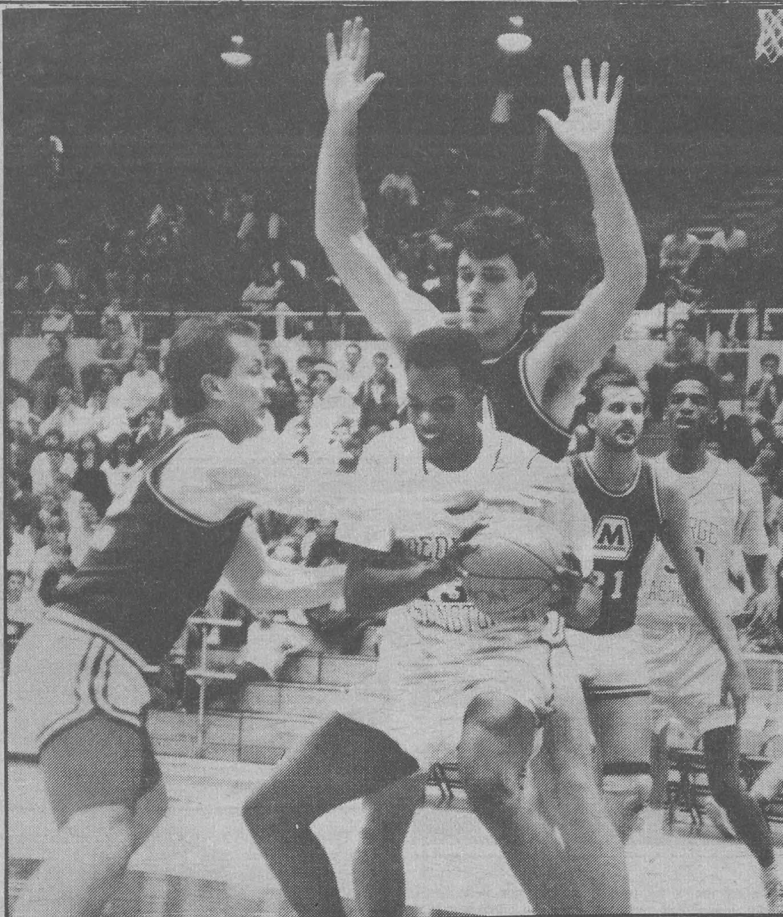
Marathon made it close at the end, though, by nailing a three-pointer with a little more than a minute to play, making the score 96-91. For the game, Marathon hit nine three-pointers in 25 attempts.

Marathon pressed the Colonials on the in-bounds pass after the basket and GW freshman point guard Alvin Pearsall's pass flew out of bounds in the backcourt, giving Marathon the ball with just under a minute remaining. Marathon quickly tried a three pointer on the inbound pass, but missed and the Colonials rebounded with 47 seconds remaining.

Following a GW timeout, Colonial Matt Nordmann was fouled and hit one of two free-throws to put GW up 97-91 with 26 seconds left.

Marathon tried another three pointer but missed again and GW's Sonni Holland grabbed the rebound, sealing the victory as time ran out.

Jarvis said he was very pleased with the game's outcome. "I think it's very important we win. I liked (the victory) very much," he said.



Sonni Holland dominated in the middle with 27 points. photo by Jeremy Azif

A strong point in the game was the number of players who contributed to the Colonial victory, according to Jarvis. "(We had) a lot of very good, very solid performances out of a lot of people," he said.

The Colonials had six players in double figure's in Friday's contest — sophomore Holland led the Colonial scorers with 27 points.

Holland was 12 of 29 from the field in 22 minutes of play for the Colonials, scoring almost all of his points from the low-post position.

Holland said Jarvis had told the players to get the ball inside. "Coach told us the ball was going to come down low," he said. "(Jarvis) wants us to shoot it down there."

Jarvis said he would be happy to see Holland take more shots. "I would love to see him get 40 (shots)," he said. Jarvis also said that on most nights against a smaller defender, Holland would score more with the same amount of attempts. Holland was guarded much of the game by Marathon's 6-11 center Dan O'Sullivan. O'Sullivan had three blocked shots and 14 points.

In addition to feeding the ball in the paint, GW worked a fast-break offense, utilizing the speed of Pearsall in transition. Pearsall finished the game with eight assists and 11 points. Junior point guard Rodney Patterson tallied three assists in 14 minutes off the bench.

Jarvis said the Colonial transition (See HOOPS, p.18)

time of 2:23:98 shattered Rebecca Woodman's team record of 2:26:93. Guvelioglu set her third record in the 400-yard medley relay with help from teammates Kirsten Yauch, Stacey Leo and Sara Hawes, as they crushed the old team record of 4:09:51 with a time of 4:07:89.

Guvelioglu was jubilant after her first collegiate meet. "I'm extremely excited, I did better than I ever expected," she said.

William and Mary head coach Anne Anderson had only good things to say about GW's new record holder. "Tuba is a great recruit for GW. She was, to say the least, very impressive out there today."

In women's diving, because the Tribe had no 3-meter divers, both teams agreed to do two sets of 1-meter dives. GW sophomore Bobbi Ferraro finished first both times.

Things were less successful for the Colonial men, who lost to William and

Mary, 124-119, for the second consecutive year in a meet that went down to the second-to-last event.

Freshman Zach Whitney, from Delaware, Ohio, helped GW win three events by placing first in both the 50- and 100-yard freestyle. He was also a member of the winning team in the 400-freestyle relay, along with junior Joseph Mihalak, junior Brandt Blanken and co-captain Steve "Mondo" Goth.

Whitney had mixed emotions after the meet. "I am really pleased with my performance today," he said. "But to be honest, I'm disappointed with the loss. I really wanted my first collegiate meet to be a victory."

Other swimming stars for the Colonials were Goth, who won the 200-yard freestyle, and Mihalak, who finished second in the 200-yard backstroke.

The men's team also eliminated 3-meter diving. In both 1-meter dives,

(See WET, p.18)

## GW falls to Maryland in Eastern tourney

by Chris Bender  
Hatchet Sports Writer

The GW water polo team attained its highest finish ever, taking second place in the Eastern Championship round this past weekend, though falling once again to Maryland in the finals. The Colonials (16-7) improved two spots from their fourth-place finish in the Eastern's last year.

The Terrapins once again proved to have a little better luck as they beat GW in a rematch of the final round of the Mid-Atlantic Conference championship tournament two weeks ago, topping the Colonials, 11-10. GW held UM in check, keeping the score close for the entire game and forcing overtime play. The Terps pulled out the go-ahead goal with only seven seconds remaining in the second section of overtime after the game had been tied by Kirt Nelson in the first section of overtime.

Captain Rick Mehedff lead GW with four goals. Nelson, Jason Hornik and Glauco Souza each had two scores in the contest.

Defensively, GW was impressive, according to GW head coach Callie Flipsie. "Even though we didn't win, we

played our best game of the year," she said. "We ran a very complicated defense that was specialized to check some of Maryland's better players." GW's defense was headed by sophomore goalie Steve Nadherney, who had 10 saves.

GW started the championships with two decisive wins against host Williams College and Rhode Island. Both games allowed GW to play its entire team.

In the Williams match, GW won, 12-7. Williams was held in check through the efforts of Nadherney and with some help from Hornik, who led the scorers with four goals. Mehedff also contributed with three goals and Souza added two for the Colonials.

In its second match, GW handed URI its second loss of the season as the Colonials mauled the Rams, 21-6. Flipsie said GW dominated play, scoring at will against the Rams who had two players ejected during the game.

URI was thwarted offensively by Nadherney with seven saves. Scoring was led by Souza with six goals, followed by John Gerken and Mehedff who both assisted with five goals apiece. Hornik helped out with three goals.

## Spikers end regular season with 3 losses

by Yosefi Seltzer  
Hatchet Sports Writer

The GW volleyball team finished its regular season on a sour note by dropping three matches this weekend in the Florida State Classic in Tallahassee.

Saturday, the Colonial women (17-19 overall, 7-1 in the Atlantic 10 Conference) fell to both Fresno State, 15-7, 15-10, 13-15 and 16-14, and Florida State, 15-2, 16-18, 15-6, 3-15 and 15-3, after losing Friday to Houston, 15-11, 15-11 and 15-8.

GW has lost four-straight matches overall and six straight on the road. The season-long jet lag has taken its toll, resulting in a 9-13 road record. The Colonial women have played nine of their last 10 on the road, going 3-7 in that span.

"We are struggling since beating Notre Dame (Oct. 28) and I felt we got back in a rhythm of playing as a team," Homan said.

Since the St. Bonaventure match Oct. 25, the rigorous schedule has caught up with the Colonial women, according to Homan.

"Unless every player on our team is performing well, we won't win," Homan said. "You are asking eight athletes to never have an off-day. Annmarie (Henning) went down in the Houston match (with an injured hand) and Jennie Gray sat out part of the Fresno State match. We were down to seven who have to out-perform 12."

The Colonial women were over-powered the entire weekend, Homan said.

Despite the recent losses, team captain Allison O'Neill said she is confident the Colonial women will be prepared for next weekend's A-10 tournament, citing quality play at the FSU Classic.

"We played well together as a team and played a good side-out game," O'Neill said after being named to the All-Tournament team by connecting for weekend totals of 38 kills and 58 digs. "We just wanted to prepare for next weekend."

The Colonial women statistically have not fared well this season in tournaments — going 0-12 in tournament play, but sophomore Gray said that will not affect A-10 tournament results.

"I don't consider next weekend's matches tournament play, it's conference play," Gray said. "The competition we've been playing on the road is tough this year. We put our heads together and played well as a team (this weekend)."

In the loss to the Seminoles (23-9), GW won the two games because Florida State substituted over the three-sub limit which forced front court players into the backcourt, according to O'Neill.

"We played hard the whole time, we just got stuck in their best rotation (in the last game)," O'Neill said.

Friday, the Colonial women succumbed to the Cougars (15-12), but in contrast to its last few matches, GW resurrected its level of play, according to Gray.

## Frosh lead the way for swimmers

### Women win, men lose versus Tribe as rookie sets three records

by Jeff Turner  
Hatchet Sports Writer

In their first official meet this year, freshmen were impressive for both GW's men and women swim teams, though the results for the teams were different.

For the Colonial women, strong swimming from both old and new members led to a 129-111 victory at the Smith Center, Saturday. Junior Bekki Van Nostrand won the 50-yard freestyle to give the women a 38-36 lead which they never relinquished.

The big story, however, was the swimming of Tuba Guvelioglu. Guvelioglu, a freshman from Ankara, Turkey, not only won all three events she appeared in, but also set or helped set three GW records in the process.

Guvelioglu broke previous GW record-holder Holly Miller's time of 2:14:24 in the 200-yard individual medley with a time of 2:12:68. In the 200-yard breast stroke, Guvelioglu's